MOUNT ST. MARY'S
ARCHIVES

Mount
ST. MARY'S
COLLEGE

CATALOG 2000-2002

Los Angeles, California

Mount St. Mary's College

Chalon Campus
12001 Chalon Road
Los Angeles, California 90049
(310) 954-4000

Doheny Campus
10 Chester Place
Los Angeles, California 90007
(213) 477-2500

MOUNT ST. MARY'S
ARCHIVES

2000-2002 General Catalog

MOUNT ST. MARY'S COLLEGE CATALOG

2000-2002

This Catalog is published to aid the student in making decisions leading to accomplishment of academic goals. Each student is responsible for becoming acquainted with academic requirements. The rules and regulations stated herein are for information only and in no way constitute a contract between the student and Mount St. Mary's College. The College reserves the right to make program changes, policy revisions, and fee adjustments at any time and without prior notice. Every effort has been made to ensure the accuracy of the information contained in this Catalog. The student should consult the appropriate departments, offices or the published Schedule of Classes for current information.

Accreditation Agencies

Chartered by the State of California in 1925, Mount St. Mary's College is accredited by:
The Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, *985 Atlantic Avenue, Suite 100 Alemeda, CA 94501, Telephone: (510) 948-9797*
The California State Board of Education Commission on Teacher Credentialing
The California Board of Registered Nursing
The National League for Nursing
The National Association of Schools of Music
American Physical Therapy Association
Accreditation Council for Occupational Therapy Education

Information regarding these accreditation agencies is located in the Office of the President, 12001 Chalon Road, Los Angeles, California 90049.

Nondiscrimination Policy

Mount St. Mary's College does not discriminate on the basis of race, color, creed, national origin, age or handicap in the administration of its admission policies, scholarship and loan programs, or in its educational programs.

The College offers equal opportunity to all members of its faculty and staff and to applicants for employment without discrimination as to race, color, creed, sex, age, handicap or national origin.

The older facilities of Mount St. Mary's College provide limited wheelchair access.

Mount St. Mary's College complies with the provisions of the Family Educational Rights and Privacy Act of 1974.

In conformance with College Policy, Mount St. Mary's College is an Affirmative Action/ Equal Opportunity Employer.

Inquiries regarding the College's equal opportunity policies may be directed to the Director of Human Resources, Affirmative Action Coordinator at (310) 954-4035

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Academic Calendar

2000 - 2001 ACADEMIC YEAR

Fall Semester, 2000

Chalon Orientation	August 25-27
Doheny Orientation	August 26-27
Fall Semester begins	August 28
Labor Day Holiday	September 4
Mid-Semester Break	October 20
Thanksgiving Holiday	November 23-24
Finals	December 11-14

Spring Semester, 2001

Martin Luther King Day	January 15
Chalon Orientation	January 16
Doheny Orientation	January 16
Spring Semester begins	January 17
Presidents Day Holiday	February 19
Spring Break	March 12-16
Good Friday	April 13
Easter Monday Academic Holiday	April 16
Finals	May 7-10
Graduation	May 14

Summer Session Calendars, 2001

Consult the Registrar's Office or the specific program office for more information regarding the summer calendars for the Weekend College, Hope Accelerated Nursing and Graduate programs offered during summer sessions.

2001 - 2002 ACADEMIC YEAR

Fall Semester, 2001

Chalon Orientation	August 24-26
Doheny Orientation	August 25-26
Fall Semester Begins	August 27
Labor Day Holiday	September 3
Mid-Semester Break	October 19
Thanksgiving Holiday	November 22-23
Finals	December 10-13

Spring Semester, 2002

Martin Luther King Day	January 14
Chalon Orientation	January 15
Doheny Orientation	January 15
Spring Semester Begins	January 16
Presidents Day Holiday	February 18
Spring Break	March 11-16
Good Friday	March 29
Easter Monday	April 1
Finals	May 6-9
Graduation	May 13

Summer Session Calendars, 2002

Consult the Registrar's Office or the specific program office for more information regarding the summer calendars for the Weekend College, Hope Accelerated Nursing and Graduate programs offered during summer sessions.

THE COLLEGE

History of the Mount St. Mary's College

Mount St. Mary's College offers a values-based liberal arts education for women, as well as innovative programs for professional men and women on two historical Los Angeles campuses.

Founded in 1925 by the Sisters of St. Joseph of Carondelet, the original campus was housed at St. Mary's Academy, at Slauson and Crenshaw Boulevards in Los Angeles. Property was purchased in the Santa Monica Mountains in 1927 and that site in Brentwood became the Chalon Campus which is home to the baccalaureate degree programs, a master's program in physical therapy and a Weekend College which gives working men and women an opportunity to earn a bachelor's degree by attending school every third weekend.

The Doheny Campus near Downtown Los Angeles, once the historic Doheny estate, opened in 1962. It offers graduate, educational credential and associate degree programs, many in an evening and weekend format.

Since its start, the College has granted more than 13,950 degrees.

While tradition remains a key component of the Mount St. Mary's College experience, educating new generations of women for the next millennium is a major College priority.

The new Sister Magdalen Coughlin Learning Complex on the Doheny Campus serves as one example of the efforts the College is taking to provide facilities to meet the growing needs of its students. Named for the prominent Los Angeles leader who served as the Mount St. Mary's College president from 1976-1989 and chancellor from 1989 until her death in 1994, the complex houses a library, the Cultural Fluency Center, an academic building and a learning resource center.

Mission Statement

Mount St. Mary's College is an academic community committed to continuing exploration of relationship to God, other persons, and nature. This exploration takes the form of programs devoted to excellence in the liberal arts and sciences and career preparation at the associate, baccalaureate, and master's degree levels, with a special focus on education of women for participation and leadership in our society and our times. The Catholic tradition of the College offers a value orientation for the student's personal and professional life, giving the motivation for a Christian commitment that views professional life as service.

The College encourages its students to actualize their gifts and talents, and to develop the intellectual and professional competence necessary for intelligent and concerned citizenship. The purpose of a Mount St. Mary's education, therefore, encompasses the development of a disciplined and continuing curiosity, a receptivity to new ideas, and the acquisition of the knowledge, skills, and values, both personal and communal, necessary to evaluate these ideas and live them in society.

The Religious Commitment

The Catholic commitment of the College manifests itself in many ways. It is found in opportunities for worship. It is found in academic programs. It is found in the way the College functions. Above all, it is found in the whole environment in which inquiry and learning take place. Thus, the College embodies Christian convictions supportive of lives of commitment and Christian concern in a secular society.

Student Affairs

On both campuses, the Student Affairs area sponsors a wide variety of activities and services ranging from opportunities for participation in religious, social and leadership programs to heath services, career counseling, on-campus living and student government. Details of these services and activities are contained within the Student Affairs section of the baccalaureate program and the Student Affairs section of the associate program.

The Alumnae Association

The Alumnae Association supports the mission and goals of the College by strengthening the bond of loyalty between the College and its former students. This relationship is maintained by communications, continuing education, social events, and fundraising.

The Alumnae Association is a member of the Council for Advancement and Support of Education. Its members qualify for membership in the American Association of University Women; the International Federation of Catholic Alumnae; Kappa Gamma Pi, the honor society for outstanding graduates from Catholic colleges; and Delta Epsilon Sigma, honor society for graduates of Catholic universities and colleges.

Degree Programs

Associate Degree Program

Through the Associate in Arts Program students have the opportunity to develop academic competencies and enhance their self-development through involvement on and off campus. Faculty and staff offer excellence in their specialized fields and show concern for the individual student.

Courses of study are offered which lead to degrees in Business Administration, Early Childhood Education, Graphic Design, Liberal Arts, Nursing, Occupational Therapy, Physical Therapist Assistant, or Pre-Health Sciences.

All students entering the Associate Degree Program are required to complete a battery of tests which include reading, writing, and math prior to registering for classes. Four semesters are usually required to complete the A.A. degree; students with deficiencies in mathematics or English skills may need one or two additional semesters.

This program is designed to prepare students for transfer to a baccalaureate program on the Chalon Campus or another institution or direct entry into a career after graduation.

HOPE Program

The HOPE Program, located on the Doheny Campus, offers educational programs for working adult women and men leading to an Associate in Arts degree in Occupational Therapy Assistant and Nursing. For more information call the Office of Admission.

Baccalaureate Degree Programs

Mount St. Mary's College offers courses of study leading to the degrees of Bachelor of Arts, Bachelor of Music, and Bachelor of Science. Primarily these are offered at the Chalon Campus.

Within the liberal arts tradition, the curriculum provides the student with a broad and liberating background in the arts and sciences, and aims at developing his/her ability to communicate knowledge and to apply appropriate principles and techniques to particular problems. During the junior and senior years, the students pursue deeper study in their major areas of concentration and take related elective courses.

Weekend College

The Weekend College on the Chalon Campus of Mount St. Mary's College is an innovative approach to learning that provides working adults with the opportunity to earn the Bachelor of Arts degree with majors in Liberal Arts, English or English and Business Administration and the Bachelor of Science degree with a major in Business Administration. In four years students will earn their degrees while continuing to fulfill their full-time obligations to their careers and families.

The Weekend College is not an accelerated program. Instead, it is a complete college experience, based on traditional curricula whose content has been organized in new ways and then redistributed so that classes which would traditionally be spread out evenly over a fifteen-week semester are concentrated into six intensive weekends. These weekends are non-consecutive and are scheduled in such a way that there is a space of at least two weeks, and usually three weeks, between each class weekend. Adult students, even if they work full-time during the week and have, in addition, family and personal obligations, are nevertheless able to perform comfortably and successfully if they have developed a reasonable degree of maturity and motivation. Those who take the full-time load of three courses per semester spend the whole day in classes on both Saturday and Sunday on each of the six weekend sessions.

The program is designed for both men and women, part-time or full-time students, and for those who bring with them transfer credits from other colleges as well as students who are just beginning their college education. Small classes are taught by the same teachers who exemplify Mount St. Mary's academic excellence. Students who receive a four-year bachelor's degree from the Weekend College spend comparable hours in the classroom, receive the same outstanding quality of instruction, and are certified as possessing the same high level of knowledge and skills as the graduates of Mount St. Mary's renowned weekday college.

For additional information please call the Weekend College Office at the Chalon Campus.

Masters Degree Programs/ Teacher Credential Programs

Since 1931, the graduate division of Mount St. Mary's College has extended and deepened the work of the undergraduate departments by offering to qualified men and women the opportunity to pursue advanced courses and to obtain professional preparation.

Students may earn the degrees of Master of Science in Counseling Psychology, Master of Physical Therapy, Master of Arts in Religious Studies, and Master of Science in Education with specializations in Administrative Studies, and Special Education (Learning Handicapped). Individually Designed Master of Science degrees in Education may also be developed.

The graduate division also offers courses which qualify the student for California Teaching Credentials and for California Services and Specialist Credentials.

Certificate Programs

Physical Therapist Assistant Certificate

Students selecting this option must:

- hold an Associate or Baccalaureate degree from an accredited college or university
- have a 2.5 overall GPA for the most recent 30 units of college academic coursework
- demonstrate successful completion of at least one semester of full time study
- have completed a 4 semester unit Human Anatomy course with a laboratory and a 4 semester unit Human or Medical Physiology course with a laboratory with a minimum grade of C (2.0).

Students apply for acceptance into the PTA program at the first of the year before the fall semester of enrollment. (See Requirements for Admission above.) MSMC graduates will be given preference in the selection process. Acceptance is determined by the program admission committee (department chair, program director, faculty, PTA clinicians, and a MSMC admissions representative) and is contingent upon verification of degree, completion of prerequisites and other requirements for admission to the program.

Gerontology

Gerontology is the scientific study of aging. The aging processes are studied mainly from the aspects of biology, psychology and sociology, but there are added ethical, religious, and humanistic dimensions as well.

The Certificate Program in Gerontology at Mount St. Mary's College is designed for women to learn about the aging process, the elders in our society, and ways of adapting to the changes that we all go through. This is a multidisciplinary approach which offers a solid base for those who work with the elderly in service, health, church, or political organizations - or who are interested in their own successful aging.

Requirements for the Certificate are listed in the Gerontology section of this catalog.

Graduate Religious Studies Certificate Programs

The units taken for certification in Pastoral Care/Counseling, Hispanic Pastoral Ministry or Youth and Young Adult Ministry may be applied towards completion of the Masters degree in Religious Studies or the Certificate of Advanced Religious Studies. The certificate programs are described below.

Advanced Religious Studies

A 30 unit program of directed course work in theology and ministry for those interested in further religious studies, but not a graduate degree. No comprehensives or final research are required.

Hispanic Pastoral Ministry

This 18 unit program is designed for Hispanic leaders wishing a deeper theological background as it relates to ministry. All courses are taught in Spanish for graduate or undergraduate credit.

Pastoral Care/Counseling and Ministry

Designed as a 21 unit program in both theoretical and practical studies. Persons in helping ministries are enabled to bring to their ministry a deeper insight into those areas and issues which rely on the insights of theology and psychology. Course work may lead to either the M. A. in Religious Studies or to the M. S. in Counseling Psychology.

Youth and Young Adult Ministry

Designed as 12 unit program conducted in cooperation with the Center for Youth Ministry Development as preparation for those in youth ministry. The program is presently conducted in as many as five dioceses in California. Entrance into the program is dependent on acceptance by both the diocesan office and Mount St. Mary's College. Further information about these certificate programs can be found under the graduate religious studies section of this catalog.

Library Facilities

The Charles Willard Coe Memorial Library, located on the Chalon Campus, is the principal library of Mount St. Mary's College. Constructed in 1947, the Coe Library houses the majority of print library materials for both campuses and also houses the Instructional Media Center, a repository for non-print media and the hardware necessary to non-print media use. The facility is intended primarily for individual and small group use but also circulates its sound and image collections for use in the classroom.

The J. Thomas McCarthy Library on the Doheny Campus is housed in the Sr. Magdalen Coughlin Learning Complex.

The libraries serving the two campuses currently hold over 130,000 volumes and carry subscriptions to over 800 periodicals. Moreover, the libraries contain over 5500 titles of non-print media material. Print and non-print materials are lent from one library to the other to accommodate the changing curriculum and to meet the needs of faculty and students, who are also permitted to use both collections in person. The libraries hold subscriptions to a number of bibliographic and full-text on-line databases in a wide variety of academic subject areas. Please consult the Libraries' Research Resources webpage for a list of current subscriptions.

Center for Cultural Fluency

Housed within the J. Thomas McCarthy Library on the Doheny Campus is the Center for Cultural Fluency. Established by the Education Department in 1995, the Center provides education students and teachers in Los Angeles with instructional materials for K-12 classrooms that portray the experiences and perspectives of the diverse cultures of Los Angeles. In addition to fiction and nonfiction books, the instructional materials collection includes videos, audio cassettes, pictures, posters, and software. Through the use of these materials, teachers expand their cultural fluency and provide more inclusive classroom environments and curricula.

Archives

The Archives holds college records, both administrative and academic, and other types of evidences, written and pictorial, associated with the history of the college. The Special Collections comprise notable holdings of the works of Cardinal Newman and western writer Frank Spearman. These are complemented by rare books and early editions of the Bible, St. Augustine, missals, theology, lives of the saints, devotional treatises as well as the classics, European and American history and literature. The Archives and Special Collections, located on the first floor of the Coe Library, are open Tuesday through Thursday mornings and by appointment.

Academic Calendar

Mount St. Mary's College operates on a semester calendar with Fall classes beginning at the end of August and ending before Christmas. Spring semester begins in mid January and ends in mid-May.

The college offers courses, workshops, and seminars during the summer. A separate schedule of summer offerings is published during the spring.

HOPE Program offers courses for working adults in 4 ten week sessions throughout the year as well as within the traditional academic calendar.

Schedules are available through the offices of Occupational Therapy Program and the Associate Degree Nursing Program offices on the Doheny Campus. Schedules for Weekend College classes are available from the Weekend College Office on the Chalon campus.

Family Education Rights and Privacy Act (FERPA)

In order to safeguard student educational records, Congress passed the Buckley Amendment in 1976. The Buckley Amendment is the basis of the Family Educational Rights and Privacy Act in which schools are charged with upholding the safety of student information. The primary focus of FERPA is to ensure that a student has reasonable access to his/her educational records and along with this openness must come the assurance of the privacy of the record. All information belongs to the student and can not be released without written permission. The only exception to this written permission clause pertains to what the institution defines as directory information. Directory information is information the institution may publish and distribute without written consent. Mount St. Mary's College considers the following items directory information:

- Name
- Address
- Phone Number
- Class
- Major
- Campus of attendance
- Degree program
- Degree(s) and awards received
- Enrollment status/Dates of attendance

Students have the right to withhold all information, directory and non-directory, and can do this by filing an Information Hold Request with the Registrar's Office. Requests to withhold information are granted for one semester. See current Student Handbook for more information.

Sexual Harassment

Mount St. Mary's College strives to recognize and value the inherent human dignity of every individual. MSMC is committed to creating and maintaining a collegial environment which does not allow sexual harassment within or connected to the operation of this institution. Sexual harassment, in all its forms, will not be tolerated and MSMC is committed to ensuring that all faculty, staff, and students are given a safe and comfortable environment to develop and work to their full capacity. MSMC will take all reasonable steps: to prevent harassment; to educate members of the college community about the issue; to promptly respond to allegations of harassment; and to discipline those who do not comply with the MSMC policy set forth below. Faculty, staff, and students have a legal right to raise the issue of sexual harassment without fear of retaliation. Supervisors shall take every complaint of sexual harassment seriously and all complaints will be appropriately investigated. Procedures for administration of this policy are described in the appropriate section of the Faculty handbook, the Employee Handbook, and the Student Handbook.

For a complete description and the procedures for administration of the MSMC Sexual Harassment Policy, see the Student Handbook or request a copy of the document from the Office of Student Affairs.

Disability Policy

Mount St. Mary's College, in compliance with the state and federal laws and regulations including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), does not discriminate on the basis of disability in administration of it's education-related programs and activities. We have an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with known or suspected disabilities must contact the appropriate campus disability services coordinator in order to receive appropriate accommodations. Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should also contact the appropriate campus disability services coordinator for resolution. Mount St. Mary's ADA/Section 504 Grievance Procedure is located in the Student Handbook and copies can be obtained upon request in the Campus Learning Centers or the Office of Student Affairs. The policy may also be viewed on the college website at www.msmc.la.edu key word “disability”.

Technology Policy

Encompassing the use of the computer Network and Non-Networked Campus Computers, E-mail, Voice-mail, Phone Systems, Internet, Intranet, and the World Wide Web.

In support of its mission of preparing students for leadership in society and encouraging them to develop the intellectual competence and receptivity to new ideas necessary for concerned citizenship, the College maintains technology systems that allow students, faculty, administrators, and staff to pursue academic excellence and innovation through technology. The intent of this policy is to set down guidelines for all users of technology at Mount St. Mary's College. This policy will be included in the Student Handbook, the Faculty Handbook, and the Employee Policies and Procedures Handbook. Violations by students will be evaluated by Student Affairs; violations by staff will be evaluated by department head or Human Resources; and violations by faculty will be evaluated by the Provost. Cases potentially involving constitutionally protected free speech will be reviewed by the Academic Freedom Committee.

In keeping with the Catholic tradition of the College, all technology users are expected to uphold high ethical standards and adhere to the policy guidelines set out in the policy. Those violating the Technology policy may face penalties that may include restrictions on their use of technology or more severe sanctions, if circumstances warrant. All users of Mount St. Mary's College computer technology must sign a User Agreement which states that they understand and agree to abide by the policy. For a complete document of the policy, please contact the Office of Student Affairs.

If you have any questions about this information, call the Office of Student Affairs, ext. 4130.

Legal Responsibility of the College

The college endeavors to safeguard students in the use of physical facilities, laboratories, and athletic equipment. It is clearly understood that students who use college facilities do so entirely at their own risk. The college has no legal responsibility for injury or other damages suffered by students on or off campus, or in travel to and from such activities or for any expenses in connection therewith.

The Chalon Campus

The Chalon Campus is an impressive multi-level complex of buildings and gardens on a thousand-foot ridge overlooking the new Getty Center and close to cultural enrichment and recreation. The architecture is white Spanish colonial, with arched walkways connecting many of the buildings. Mary Chapel occupies the central position on campus with wide stone stairways approaching it on two sides.

In the Charles Willard Coe Library, students have free access to library stacks and to special collections of art, music, and literature. The rare book treasury contains, among other rare editions, a fine collection of documents and manuscripts relating to the Oxford Movement and to John Henry Newman. Also housed in the library is the Instructional Media Center. The Administration Building accommodates the offices of the President, Provost, Registrar, Director of Human Resources, Chief Financial Officer, and science classrooms and laboratories. Off the patio linking the Administration and Humanities Buildings, is the Weekend College Office.

The five-story Humanities Building contains classrooms, conference rooms, the Computer Center, the Admissions Office, the Financial Aid Office, the Academic Advisement Center, special facilities for the Music Department, faculty, student, and administrative offices, and the Health Services Center. The Campus Center which comprises nearly the entire first floor of the Humanities Building is used for social and academic functions.

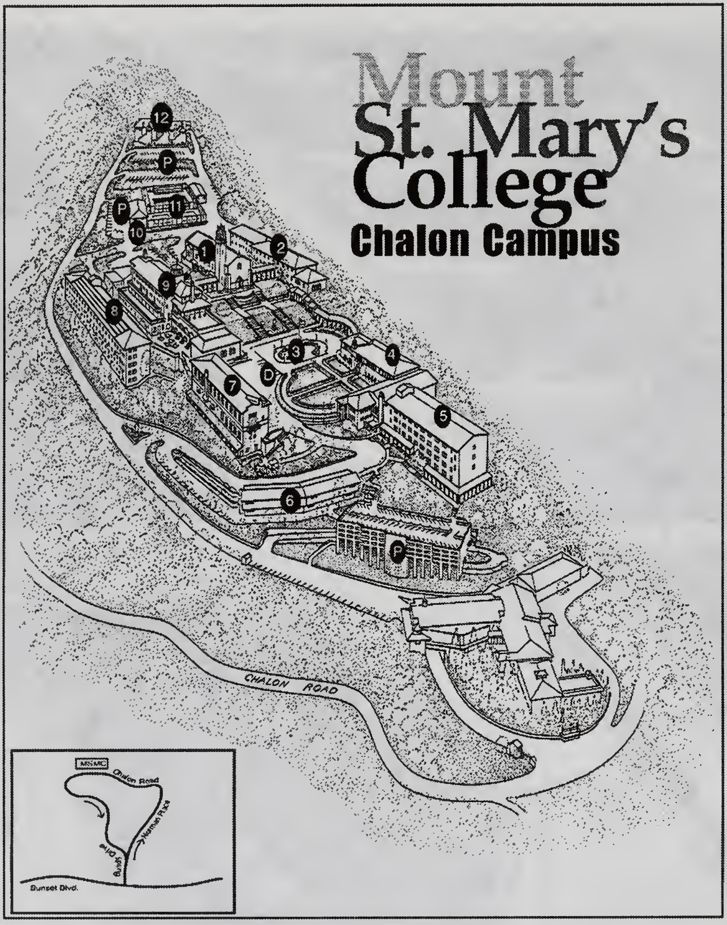
Jose Drudis-Biada Hall, the art building, contains the college bookstore, art galleries, faculty offices, classrooms, studios, and the office of the Da Camera Society which presents Chamber Music in historic sites.

The three residence halls, Brady, Carondelet, and Rossiter, provide living accommodations and dining facilities for 400 students. Students may choose singles, doubles, triples and private rooms. Lounge areas, kitchenettes and laundry facilities are conveniently arranged. The Women's Leadership Center is located on the second floor of the Humanities Building.

An outdoor swimming pool, tennis courts, and a fitness center are located at the north end of the campus.

Residences for the Sisters of St. Joseph are located north of the swimming pool and tennis courts.

Parking is available in various areas on campus and in the parking structure which is located south of the Drudis-Biada Hall.



D Disabled Parking

P General Parking

1 **Mary Chapel**

2 **Rossiter Hall**
- Student Residences

3 **Circle**

4 **Administration Building**
- President - 1st fl.
- Academic VP - 1st fl.
- Biology - lower level
- Business Office - 1st fl.
- Chem. & Phy. Sci. - 2nd fl.
- Grants Office - 1st fl.
- Human Resources - 1st fl.
- Registrar - 1st fl.
- Switchboard - 1st fl.

5 **Humanities Building**
- Admissions - 5th fl.
- Advisement - 2nd fl.
- Assist. Acad. VP - 4th fl.
- Campus Center - 1st fl.
- Career Planning & Placement - 2nd fl.
- Campus Ministry - 1st fl.
- Computer Labs - 4th fl.
- Faculty Offices
- Financial Aid - 3rd fl.
- Health Services - 1st fl.
- Information Tech. - 4th fl.
- Institutional Advancement - 5th fl.
- Instit. Research - 4th fl.
- Learning Center - 2nd fl.
- Little Theater - 4th fl.
- Placement - 3rd. fl.
- Student Activities & Commuter Svcs. - 1st fl.
- Student Affairs - 2nd fl.
- Weekend College - 4th fl.
- Deli - 1st fl.

6 **Drudis-Biada Art Gallery & Fine Arts Building**
- Art Gallery - 2nd fl.
- Bookstore - 3rd fl.
- Graphics - 1st fl.
- Teagle Classroom - 3rd fl.
- Da Camera Society - 3rd fl.
- Faculty Offices - 2nd fl.

7 **Coe Memorial Library** (library entry is 3rd fl.)
- Archives - 1st fl.
- Circulation - entry level
- Computer Lab -4th fl.
- Media Center - 2nd fl.
- President's Conference Room - entry level

8 **Carondelet Residence Hall**
- Student Residences

9 **Brady Hall**
- Central Supply - Ground Fl.
- Dining Rooms - Ground Fl.
- Facilities Office - Ground Fl.
- Food Services - Ground Fl.
- Hannon Parlor- 1st fl.
- Leadership Ctr. - Ground Fl. (Brady Patio)
- Lecture Hall - Ground Fl.
- Loading Dock - Ground Fl.
- Mail Room - Ground Fl.
- Purchasing - Ground Fl.
- Purchasing - Ground Fl.
- Student Res. - 1st, 2nd,3rd
- Residence Life. - 1st Fl.

10 **Physical Plant & Apartments**
- Transportation

11 **Fitness Education**
- Fitness Center
- Swimming Pool
- Tennis Courts

12 **Faculty Residences**

The Doheny Campus

The College expanded to a second campus in 1962. The Doheny Campus at Chester Place, near the intersection of the Harbor and Santa Monica Freeways, is located on property formerly owned by Edward L. Doheny and his wife, the Countess Estelle Doheny. The campus has been named for them.

The two city blocks of Victorian residences in their setting of exotic trees and flowers have been converted to educational purposes. In 1965, a classroom building containing an auditorium, lecture rooms, and laboratories was erected. Since that date, Our Lady of Mercy Chapel, Ahmanson Commons, containing the food service and seminar facilities, and McIntyre Hall, a student residence and activity center, have been added to the campus. With the addition of the Sr. Magdalen Coughlin Learning Complex many of the offices will be moved from previous locations to new locations. At this moment in time the location of many offices is not known. Please consult the Office of the Doheny Dean for information regarding the location of offices on the Doheny Campus. The Doheny Campus supplements and extends the educational opportunities which Mount St. Mary's College offers. This location, close to the commercial center of Los Angeles, is an ideal location for associate degree programs; for graduate degree programs; and for California Teacher Credential programs.

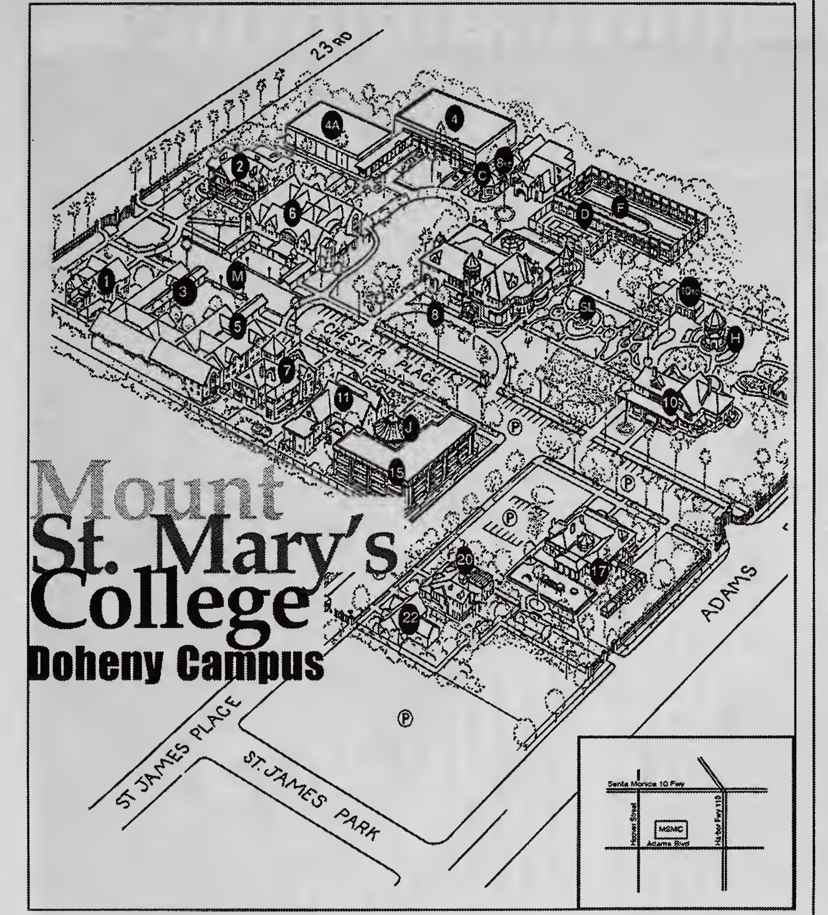
Building Number Five, The Fritz B. Burns Health Education Building includes offices and academic laboratory/instructional rooms for the Nursing, Occupational Therapy Assistant and Physical Therapy Assistant programs, as well as, general classrooms and the Campus Bookstore. *Building Number Six,* The J. Thomas McCarthy Library includes the Center for Cultural Fluency and the Library & Media Center. *Building Number Eight,* The Doheny Mansion, houses the Alumnae, Institutional Advancement and Public Relations offices.

Building Number Ten is the administration building; it houses offices of the Dean of the Associate in Arts Programs, Admissions, Financial Aid, Registrar, Business, Human Resources, Graduate Division, as well as faculty offices. *Building Number Eleven,* Ahmanson Commons, provides the food service, dining areas, seminar rooms.

Building Number Fifteen, McIntyre Hall, houses the majority of resident students, and in addition, contains a large student center/meeting facility. Between Ahmanson Commons and McIntyre Hall is located the Chapel of Our Lady of Mercy, the spiritual center of the campus.

Building Number Seventeen houses the Child Development Center, a state-funded day care center for young children. This center serves students of diverse ethnic, linguistic, and social backgrounds from the surrounding area. Mount St. Mary's students in the Early Childhood program fulfill assignments in child observation at the Center. *Building Number Twenty* houses the Education department and the Center for Cultural Fluency.

The tennis court and pool areas are in back of Number Eight. Parking areas are on the Mall.


Mount
St. Mary's
College
Doheny Campus
23 RD
CHESTER PLACE
ADAMS
ST JAMES PLACE
ST. JAMES PARK
1
2
3
4
4A
5
6
7
8
8½
10
10½
11
15
17
20
22
C
D
F
H
J
M
SL
P
Santa Monica 10 Fwy
Hoover Street
MSMC
Adams Blvd
Harbor Fwy 110

P General Parking

1 Building 1
- Student Health Center
- Center for Urban Partnership
- Residence Hall
- Student Ambassador Program
- Women's Leadership

2 Building 2
- Archdiocesan Spiritual Life Center
- Science Department
- Religious Studies
- Residence Hall

3 Learning Resource Center
- Advisement
- Career Center
- Weingart Room
- Computer Lab - IBM

4A Lecture Hall

4 Building 4
- Academic Depart. Offices
- Classrooms

5 Fritz B. Burns Health Education Building
- Bookstore
- Nursing - Associate Degree
- Occupational Therapy -Assist. Prog.
- Physical Therapy Assistant Program

6 J. Thomas McCarthy Library
- Center for Cultural Fluency
- Library & Media Center

7 Building 7
- A.S.B. Office
- Campus Ministry
- Counseling Center
- Leadership Program
- Residence Life Office
- Residence Hall

8 Building 8 / Doheny Mansion
- Alumnae Office
- Facilities
- Institutional Advancement
- Public Relations Office

8½ Fitness Center/ Maintenance

10 Building 10 - Administration
- Admissions & Student Financing
- Business Office
- Dean of Assoc. of Arts Program
- Graduate Office
- HOPE Director
- Registrar
- Switchboard

10½ ART & MUSIC / Residence Hall

11 Building 11 - Ahmanson Commons
- Cafeteria & Dining Rooms
- Conference Room
- Psychology Dept.

15 McIntyre Residence Hall
- Donohue Conference Center

17 Child Development Center

20 Education Department
- Residence Hall

22 Faculty Residence

H Gazebo
J Chapel
C Wigwam-Student Cntr.
D Basketball & Tennis Courts
F Pool
M Sr. Magdalen Coughlin Learning Cntr.
SL South Lawn

GENERAL INFORMATION

Admission/Financial Aid/Tuition and Fees

Admission To the Undergraduate Degree Programs

Admission to the Associate in Arts Degree Program

The Associate in Arts Degree Program at Mount St. Mary's College is offered on the Doheny Campus. Students may seek a traditional Associate in Arts (A.A.) degree or a specialized A.A. degree in a professional program. All programs are open to women; men are admitted only to the Nursing, Occupational Therapy Assistant and Physical Therapist Assistant programs.

Specializations within the Associate Degree programs in Nursing, Occupational Therapy Assistant and Physical Therapist Assistant have specific requirements for admission. Please refer to the appropriate section of the catalog for these requirements. In all cases students must be admitted to Mount St. Mary's College prior to admission to any specialized program. A student may be admitted to the associate degree program and begin to take the prerequisites required for these specializations.

Candidates for admission to the Associate Degree Program are evaluated on the basis of their high school coursework and record (or GED), other college coursework and record (for transfers), test scores, academic reference, and the essay. Interviews are strongly recommended for serious candidates. A profile of the academic qualifications of the most recent entering class is available from the Admissions Office. The requirements and procedures are detailed in the next section of this catalog.

Admission to the Baccalaureate Degree Programs

The Bachelor of Arts, the Bachelor of Music, and the Bachelor of Science degree programs are offered on the Chalon campus. All undergraduate majors are open to women; men may be admitted only to the Music and Nursing programs. Transfer students interested in the nursing program must meet additional requirements for admission to that program. Please see the appropriate section of this catalog for those requirements.

Candidates for admission to the baccalaureate programs are evaluated on the basis of their high school coursework and record (or GED), other college coursework and record (for transfers), test scores, academic reference, and the essay. Interviews are strongly recommended for serious candidates. A profile of the academic qualifications of the most recent entering class is available from the Admissions Office. The requirements and procedures are detailed in the next section of this catalog.

Undergraduate Admission Procedures

All documents should be sent to the Admissions Office, Mount St. Mary's College, 12001 Chalon Road, Los Angeles, CA 90049.

Freshman Admission Procedures to the Associate or Bachelor Degree Programs

Candidates' files for admission will be evaluated when the following documents have been received. Please note: the priority date for freshman admission for the Fall semester is February 15, for Spring admission is November 1st.

1. Applications and all supporting documents should be received in the Admission Office by the priority date. Applicants completing files after the priority date will be considered if space in the class remains. A completed and signed Mount St. Mary's College application form and $40 application fee or fee waiver (from the high school counselor). Information on awards, honors, employment, etc., should be included in the proper places on the application. The application fee is not refundable nor is it applicable toward tuition.
2. Official transcripts of high school work should be sent directly to the Admission Office from the high school and any colleges attended. Transcripts should show coursework through the junior year in high school. Senior year grades may be required of some candidates. Transcripts become the property of Mount St. Mary's College and cannot be returned to the applicant or sent to another institution. A final high school transcript showing evidence of graduation is required of enrolling students. A student may replace the high school transcript with an official record of the GED.
3. Scores on the Scholastic Aptitude Test (SAT) or American College Test (ACT) are required. These may be sent directly from the testing service or may be included on the official transcript from the high school.
4. A complete essay of 200 words or more responding to one of the three questions listed in the application for admission.
5. An academic reference from a high school teacher, counselor, principal or school head is required. This may be sent from the reference to the Admission Office on the form provided with the application or it may be sent on school letterhead.
6. A personal statement describing a special situation may be included with the application if the statement includes information supporting the applicant that would help the Admission Committee reach a decision.
7. The record of a personal interview will be included in the application file. Serious candidates are encouraged to schedule an interview with an admission counselor to discuss goals, the high school record, and other matters that will assist the Admission Committee.

Once the documents have been received, the file will be evaluated and a decision made by the Admission Committee. The student will be notified within two weeks of the Committee's decision. Several decisions may be made:

1. The student is admitted and if she is applying for financial aid, the Office of Student Financing is notified.
2. The student applied for admission to the Baccalaureate Program at Chalon and the Committee believes that her record shows the need for further preparation; the student may be admitted under the Alternative Access Program to the Doheny Associate of Arts Degree Program.
3. The student may be denied and directed to another college to fulfill requirements before reapplying for admission to Mount St. Mary's College.

Admitted students will be required to submit a $100 tuition deposit to hold their places in the entering classes. For students entering the Fall semester, this tuition deposit is due by May 1. For Spring semester, this deposit is due in early January. The tuition deposit is not refundable under any circumstances and will be credited directly to the student's account in the Business Office.

Transfer Admission Procedures to the Associate or Bachelor Degree Programs

Candidates' files for admission will be evaluated when the following documents have been received. Please note the following dates:

> The transfer admission applicants for the Bachelor of Science degree in Nursing are due by February 1.
>
> The priority date for transfer admission applications to the Associate of Arts degree in Physical Therapist Assistant is February 15th. The priority date for transfer admission into the B.S.N. program is March 1.
>
> The transfer admission applicants to the Associate of Arts degree in Nursing or Occupational Therapy follow the deadlines provided by the HOPE Program.
>
> The transfer admission applicants to all other Associate and Baccalaureate Degree Programs are due by the March 15 priority date.

Applications and all supporting documents should be received in the Admission Office by the priority date or deadline. Programs with deadlines will adhere to these dates and applications received after these dates will not be considered. Applicants completing files after the priority date will be considered on a space-available basis.

The documents required for application as a transfer are:

1. A completed and signed Mount St. Mary's College application form and $40 application fee or fee waiver. Information on awards, honors, employment, etc., should be included in the proper places on the application. The application fee is not refundable nor is it applicable toward tuition.
2. Official transcripts of all college work attempted from each college attended. Students who have been academically disqualified from the most recent college or university attended are not eligible for admission to Mount St. Mary's College. Transcripts should be sent directly from the college(s) to the Admission Office at Mount St. Mary's College. Transcripts become the property of Mount St. Mary's College and cannot be returned to the applicant or sent to another institution.

3. Official high school transcripts or the GED, and official SAT or ACT scores will be required if the student is under 25 years of age and:
   - is applying for admission to the Baccalaureate program and has completed fewer than 24 transferable units at the time of application
   - is applying for admission to the Associate program and has completed fewer than 15 transferable units at the time of application.

   Transcripts become the property of Mount St. Mary's College and cannot be returned to the applicant or sent to another institution.
4. If the student is 25 years or older, the requirements for SAT or ACT scores and the high school transcript do not apply. However, the student must furnish proof of high school graduation or the GED.
5. A complete essay of 200 words or more responding to one of the three questions listed on the back page of the application for admission.
6. An academic reference from a professor or counselor. This may be sent from the reference to the Admission Office on the form provided with the application or it may be sent on school letterhead.
7. A personal statement describing a special situation may be included with the application if the statement includes information supporting the applicant that would help the Admission Committee reach a decision.

Once the documents have been received, the file will be evaluated and a decision made by the Admission Committee. The student will be notified within two weeks of the Committee's decision if applying for a program other than nursing, occupational therapist assistant or physical therapy assistant. In those cases, the faculty of the programs will reach a decision based on the special requirements and prerequisites necessary for the program, notifying the students according to the stated timelines. Several decisions may be made:

1. The student is admitted and if she is applying for financial aid, the Office of Student Financing is notified. A preliminary evaluation of transferable credits will be sent with the letter of admission or shortly thereafter.
2. The student has applied for nursing, occupational therapist assistant or physical therapy assistant and is not admitted directly to the program. The student may take prerequisite courses for those programs and reapply for the appropriate term.
3. The student may be denied and directed to another college to fulfill requirements before reapplying for admission to Mount St. Mary's College. Admitted students will be required to submit a $100 ($300 for BS Nursing) tuition deposit to hold their places in the entering classes, according to the deadlines included in the letter of admission. The tuition deposit is not refundable under any circumstances and will be credited directly to the student's account in the Business Office.

Admission to the Weekend College

Adults interested in the Weekend College may apply at any time during the year for admission to any one of the trimesters (Summer, Fall, or Spring). Information on application deadlines and starting dates can be obtained from the Weekend College Office.

Applicants to the Weekend College should complete the admission application and submit it to the Weekend College Office with the $30.00 application fee.

Acceptance into the Weekend College is based upon the following:

- receipt of a completed admissions application and fee,
- receipt and evaluation of transcripts for any previous college courses attempted,
- an official high school transcript if the applicant has completed fewer than 24 units of transferable college courses,
- a personal interview, and
- an evaluation of all admission information by the Weekend College Admissions Committee.

In selecting potential candidates for the Weekend College, Mount St. Mary's College is principally interested in those adults who are committed to completing their degree, who have the requisite time-management skills and motivation to function successfully within the unusual weekend format, and who are comfortable with the level of maturity that prevails among the student body at the Weekend College.

Procedures for International Students

Students applying for admission who are not permanent residents or U.S. citizens should refer to the freshman or transfer sections for general instructions. In addition to the requirements stated in those sections:

1. Certified original copies of all transcripts must be submitted accompanied by official translations.
2. English as a Second Language (TOEFL) is required of all applicants for whom English was not the language spoken in the schools they attended. An official score must be sent directly from the testing agency or the school to the Admission Office. Note: the score required for admission to the Associate and Baccalaureate programs is 550.
3. A financial statement describing the resources available to the student must accompany the application for admission. Official verification of bank funds must also be submitted along with an English translation.
4. Students transferring from an ESL program or another US college or university must comply with all immigration regulations necessary for transfer.

If the student is admitted to Mount St. Mary's College, she will be required to submit a US $300 non-refundable tuition deposit by May 15. If the student has coursework on the college level completed in another country, she will also have to submit a $175 fee which will cover the official evaluation of the student's record. A copy of the evaluation will be sent to the student. The I-20 form will be sent to the student upon receipt of the tuition deposit and it is the student's responsibility to obtain the proper student visa to enter the United States.

Advanced Placement

Students who earn scores of 3, 4, or 5 on Advanced Placement Examinations, or pass the higher level International Baccalaureate Exams with scores of 4, 5, 6, or 7 receive college credits for equivalent course provided they are accepted and enrolled at Mount St. Mary's College. Credit award for the AP exam is as follows:

- Students who earn scores of 3 will only receive 3 units of elective credit in the discipline tested.
- Students who earn scores of 4 or 5 will receive credit as currently awarded.
- There will be no limit placed on the number of AP units awarded to a student.

For Students attending the Chalon campus, test results should be sent directly to the Office of the Assistant Academic Vice President. Students attending the Doheny Campus should send test results to the Office of the Dean of the Associate Degree Program.

Financial Aid

Mount St. Mary's College is committed to making a college education accessible to as many qualified students as possible, regardless of their financial means. Students and their parents are encouraged first to consider all possible resources when planning to meet the expenses of a college education. Through various financial aid programs, the Student Financing Office will help in the best possible way to provide students with the difference between the family contribution and the cost of education.

Mount St. Mary's College administers financial aid in accordance with Federal Government guidelines. These guidelines are based on the principle that students and their parents have the primary responsibility in meeting educational expenses to the extent they are able. Financial aid funds are then used to fill the gap between what the family is expected to contribute (including the student's own earnings) and the annual cost of education.

To apply for Financial Aid, all students must follow the instructions and requirements sent to them by the Admission or Office of Student Financing. Financial Aid brochures giving complete application and program information may be obtained by writing to or calling the Office of Student Financing Office on the Chalon or Doheny campuses.

Types of Financial Aid

Grants and Scholarships

Grants and Scholarships are gift monies that do not require repayment. They are based on financial need and/or academic merit. Grants and scholarships are provided to students from one or more of the following sources: the Federal Government; the State of California; outside organizations; and Mount St. Mary's College. Below is a listing of institutional talent and achievement scholarships.

Alumnae Scholarship

Awards valued at $1000 per year are made to undergraduate students in the traditional program who are daughters of alumnae.

Dean's Transfer Scholarship

The Dean's Transfer Scholarship is valued between $2,000 and $5,000 per year. The scholarship is renewable for as long as the student maintains a 3.0 grade point average in her college work at Mount St. Mary's College. Requirement for the Dean's Transfer Scholarship is the maintenance of a minimum gpa of 3.40 of all academically transferable courses from all colleges previously attended with a minimum of 24 academically transferable units. Deadline of March 15 for receipt of completed admission applications and supporting documents.

Future Teacher Scholarship

The Future Teacher Scholarship is awarded to incoming freshmen who desire to pursue teaching as a career. Awards are made up to half-tuition, renewable for four years. Recipients must maintain a 3.0 cumulative grade point average.

Candidates are considered on the basis of outstanding academic preparation, SAT or ACT test results, course load and extra-curricular achievement. Supporting letters and/or other formal documentation of outstanding achievements are encouraged.

Music Scholarship

Awards are made to full-time students who are enrolled as Music majors and who demonstrate exceptional talent in music. Award amounts vary and are based on financial need and merit. Contact the chairperson of the Music Department for further details.

President's Scholarship

The President's scholarship is awarded to incoming freshmen who demonstrate exceptional academic abilities. The award is renewable for up to four years. Recipients must maintain a 3.0 cumulative grade point average.

Candidates are considered on the basis of outstanding academic preparation, SAT or ACT test results, courseload, and extra-curricular achievement. Supporting letters and/or other formal documentation of outstanding achievements are encouraged.

Intercampus Transfer Scholarship

Awards of up to half of tuition are made to students who begin their academic career on the Doheny Campus and transfer to the Chalon Campus to complete their baccalaureate degrees. Awards are based on academic achievement. Students transferring must see their advisors for an application.

Tuition Discounts for MSMC Graduate Students

Members of religious communities receive a 35% tuition discount. Students enrolled in **Graduate Programs** who are full-time employees of **Los Angeles Archdiocesan** or **Diocese of Orange** institutions as listed in their respective directories, upon written verification of employment, receive a 35% tuition discount. Hospital employees are not eligible for this discount.

Mount St. Mary's College has a policy regarding the granting of tuition discounts to students enrolled in graduate degree programs.

A tuition discount of an amount specified by the College each year will be awarded to those persons who fulfill the requirements:

1. Student MUST BE EMPLOYED FULL-TIME (40 hour work-week) in Roman Catholic Church Ministry in the Los Angeles Archdiocese or the Diocese of Orange. Those working in Catholic hospitals are not eligible for these monies, UNLESS they are paid a stipend rather than a salary.
2. This employment must be the major source of income for the student.
3. Student must have a Tuition Discount Application form completed and submitted at least three weeks prior to registration. This must be done each year. The discount is not automatically renewed each year. It is the responsibility of the

student to secure a copy of the form to be completed each year, to complete it, and return it as directed.

4. Student must maintain good academic standing in the graduate program to qualify.
5. *Workshops and Continuing Education* courses are excluded from these funds.

Scholarships through the Independent Colleges of Southern California

The Independent Colleges of Southern California (ICSC) is a nonprofit organization which provides, through a unified annual appeal, financial contributions from corporations, foundations and other friends to help Southern California's smaller private colleges and universities meet the rising costs of quality higher education.

Loans

Loans are money that must be repaid, usually with interest. The interest rates and terms of the loan vary by program. Some of the loan programs require a separate application in addition to the free application for federal student aid. The Office of Student Financing is unable to replace loan funds with grant funds, but students may replace loan funds with private scholarships received from outside organizations not affiliated with MSMC.

Federal Stafford Loan

All students are eligible to receive Federal Stafford Loans. Need-based Federal Stafford Loans are called "subsidized" because the federal government pays the interest while in school and during deferment periods. Unsubsidized Federal Stafford Loans are not based on financial need, and students are responsible for paying the interest while in school and during periods deferment. A student may have a Federal Stafford loan partly based on financial need and partly not on need up to the annual maximum. The maximum loan is $2,625 per year for freshmen; $3,500 per year for sophomores; $5,500 per year for juniors and seniors and $8,500 per year for graduate students. Independent students and dependent students whose parents do not qualify for FPLUS loans (see below) may also apply for additional unsubsidized Stafford Loans in the following amounts: $4,000.00 for Freshmen/Sophomores; $5,000.00 for Juniors/Seniors; and $10,000.00 for graduate students. Repayment begins six (6) months after graduating or ceasing to maintain at least half-time enrollment. The interest rate varies depending on when the first loan was borrowed.

Federal Parent Loans for Undergraduate Students (FPLUS)

Federal PLUS Loans are not based on financial need, but must be coordinated with other financial aid where need is established.

Federal PLUS loans are available for parents of dependent undergraduate students who are enrolled at least half-time. Parents may borrow up to their student's cost of education. The interest rate is variable, not to exceed 10%. Interest and repayment begin within 60 days.

Institutional Loans

Through the generosity of several foundations, Mount St. Mary's College has several institutional loan programs with varying interest rates; interest rates for these loans vary between zero and seven percent. In addition, eligibility requirements vary by program. Contact the Office of Student Financing for more information regarding these loans.

Short-term Loans

Two short-term loans are available to students: First Interstate Bank Emergency Loans ($250 maximum) and the Nancy Manning Loan ($50 maximum; for Chalon students Only). For information on both short-term loans, contact the Student Affairs office.

Student Employment

On-Campus Student Employment

Work study is money earned from employment on campus. Students receive a paycheck every two weeks for the hours worked and may use the earnings to make tuition payments, pay for books and supplies or pay for personal expenses.

Both Federal College Work Study and Mount Work Study (institutionally funded) provide excellent opportunities outside the classroom. Students who participate in either program may choose to work in a variety of on-campus sites. These include: the Office of Student Financing, the Admission Office, Campus Ministry, the Library, departmental offices and laboratories. Through "hands on" experiences in these offices, students develop valuable skills which may be later translated to professional settings.

Off-Campus Student Employment

The Student Placement Office at Chalon and the Career Center at Doheny have job boards which list a wide variety of off-campus employment opportunities.

Satisfactory Academic Progress Requirements

All financial aid recipients must be regularly admitted students with degree or in some cases credential or certificate objectives. While receiving financial aid, students must be advancing toward their educational objectives at a reasonable rate and must maintain a minimum 2.0 grade point average.

Expenses for 2000/2001 Academic Year

All tuition and fees are subject to change without notice.

Tuition (Due by Business Office clearance deadline set for each term.)

Undergraduate Students

Full-time (12-18 units/semester)	$ 17,036.00/year
Full-time (units in excess of 18/semester)	$ 648.00/unit
Part-time (less than 12 units/semester)	$ 648.00/unit

Tuition Deposit - required of all incoming full-time undergraduate students as stipulated in student's acceptance packet. **Not refundable.** Applicable only to tuition. $ 100.00

Housing Deposit - Required of all incoming full-time undergraduate students who are requesting on-campus college housing. The housing deposit is honored when the required tuition deposit has also been received (total deposit $200.00). (See Residence section of the catalog for further details).$ 100.00

Graduate Programs *(excluding Master of Physical Therapy)*

Tuition	$ 458.00/unit

Master of Physical Therapy

Tuition	$11,440.00/semester
Clinical Tuition	$ 1,531.00/semester

HOPE Programs

Tuition	
ADN Associate Degree in Nursing	$ 422.00/unit
OTA Occupational Therapy Assistant	$ 422.00/unit

Weekend College

Tuition	$ 458.00/unit

Auditing Courses (Recorded on Transcript)

Students register for audit in the same manner as for credit and pay the same fees.

Comprehensive Student Fee

Applies to all undergraduates and Masters of Physical Therapy (MPT) students registering for 7 or more units per semester. The Comprehensive Student Fee includes the Associated Student Body Fee for full time students, health services (not health insurance), orientation, and graduation.

The Undergraduate & MPT Comprehensive Fee	$ 290.00/semester
All other students registering for six or less units	$ 60.00/semester
Weekend College	$ 45.00/semester

Baccalaureate Nursing Fee (sophomores, juniors, and seniors)	$ 95.00/semsester

Baccalaureate Accelerated Nursing Fee	$ 456.00/semester

Parking Permit

(Including LA City Tax)	$ 150.00/year
Graduate Program	$ 75.00/year
Weekend College	$ 15.00/semester

Student Health and Accident Insurance

Undergraduate Students

All full-time students who are not covered by personal health insurance must carry the Student Health and Accident Insurance. The coverage will be automatically included on the Student's invoice. Students who are already covered by personal insurance may elect not to participate in this plan. However, a **Waiver Form must be submitted no later than September 6, 2000 for Fall Semester** in order to have the charge removed from the invoice.

The *estimated* insurance premium is $400.00 for undergraduates. A graduate may elect to purchase Student Heath and Accident Insurance if the student is carrying six or more units. Undergraduate Students first enrolling in the Spring Semester will be charged a prorated amount for coverage which may be waived provided a Waiver Card is submitted to the Business Office by the clearance deadline. Student Health and Accident Insurance Premiums are not determined by the College and actual premiums are subject to insurance market conditions.

International students are required by law to carry a minimum of $50,000.00 in heath and accident insurance. Proof of adequate insurance must be provided prior to admission.

General Fees

Application for Admission Fees	
Undergraduate	$ 40.00
Graduate (Education, Psychology and Religious Study)	$ 50.00
Graduate (Master of Physical Therapy)	$ 75.00
HOPE Programs	$ 40.00
International Students	$ 75.00
Weekend College	$ 30.00
Late Registration Fee (after published dates and time of registration)	$ 40.00
Course Drop Fee, per transaction (after published deadline)	$ 30.00

Graduation Fee - Graduate, Weekend College, and HOPE Students	$ 100.00
Transcript Fee	$ 5.00/copy
Administrative Fee for handling returned checks	$ 20.00

Course Challenge by Examination

Course Challenge Fee	$100.00

(If successfully passed, the cost of the units awarded will be one-half the unit cost of the course as stated in the current MSMC catalog.)

Course Fees

EDU 33 The Visual and Performing Arts for the Young Child (Lab fee for Materials)	$ 20.00/course
EDU 116/316AB and EDU 164/364A/B	$ 25.00/unit
EDU 316L and 364L	$150/course
Applied Music - in addition to tuition fees, extra fee is charged for Applied Music instruction. This fee varies with the instructor. For further information inquire in the Music Department.	$ 120.00/unit (part-time only)
Enrichment Course	
For 1 unit course	$ 105.00
For 2 unit course	$ 180.00
Comprehensive Exam Fee for Clinical Course Credit (HOPE Programs)	$ 480.00/course

Residence (Chalon and Doheny)

Board and quadruple room	$ 5,840.00/year
Board and triple room	$ 6,270.00/year
Board and small double room	$ 6,750.00/year
Board and large double room	$ 7,070.00/year
Board and single room	$ 7,540.00/year
Board, single room, and half-bath	$ 7,910.00/year
Board, single room with bath	$ 8,690.00/year

A housing deposit of $100.00 is required to activate the housing application.

New students should send the housing deposit to the Admissions Office of Mount St. Mary's College. Currently enrolled students should send the deposit to the Residence Life Office.

This deposit may be refunded upon permanent termination of the Residence Living License Agreement subject to deductions for any loss, damage, excessive room cleaning, or failure to meet the deadlines described below:

Prior to Fall occupancy, the $100 room deposit will be refunded if the Residence Life Office has been notified **in writing** by June 1 that the student has opted not to live in the residence halls for that semester. $50 will be refunded if the Residence Life Office is notified by July 1. After July 1, no deposit will be refunded.

Prior to Spring occupancy, the $100 room deposit will be refunded if the Residence Life Office has been notified **in writing** by December 1 that the student has opted not to live in the residence halls for that semester. After December 1, no deposits will be refunded. This policy is applicable to students currently in residence and new applicants to residence for **Spring semester.**

Each resident student is required to sign a Residence Living License Agreement which begins 2 days prior to the first day of classes for the Fall term and extends through the day immediately following the last day of Final exams for Spring.

The Chalon Residence Halls are open during Thanksgiving and Spring Break. The cafeteria may be closed during these times and meals are not provided. The Residence halls are closed for the Winter Break.

TUITION REFUND POLICY

The following schedule will be used to calculate the tuition that will be credited to your student account. Refunds will issued when there is a credit balance on your student account.

Withdrawal/drop on or before first day	100%
After first day, through first 10% of period of enrollment	90%
Between end of first 10% and 25% of period of enrollment	50%
Between end of first 25% and 50% of period of enrollment	25%

The last date of attendance indicated on the withdrawal/LOA form that is filed with the Registrar's Office will be used to calculate reduction of charges for tuition and/or room and board. Reductions will first be credited against a student's financial aid, if any, before a balance accrues to the student. Refunds will not be made in cases of suspension or dismissal.

Tuition for all students, including those whose tuition payments have been deferred, becomes an obligation in accordance with the provisions of the reduced charges.

When outside agencies, grants, scholarships or loans do not cover the withdrawal or change of unit charge, the individual will be responsible for the amount due.

Obligation for Payment

Failure to make payments for tuition, fees, or other amounts owed the College when due, or to arrange for such payments before their due dates, is considered sufficient cause to 1) bar the student from registering for classes or examinations, 2) drop the student from pre-registered classes, with subsequent registration subject to late fees, 3) withhold diploma, scholastic certificate, or transcript of record, and/or 4) suspend the student.

All tuition and fees are subject to change without notice.

Tuition Payment Options

Methods for paying tuition, room, and board and/or fees for Mount St. Mary's College for the 00/02

1. Payment in full by mail or in person must be made to Mount St. Mary's College in the Business Office no later than the financial clearance deadline as indicated in the registration packet. Methods of payment include check, cash, money order, and some major credit cards.
2. A tuition payment plan is available through Tuition Management Systems which allows for budgeting payments over a longer period for a minimal fee. Arrangements can be by calling the Business office.
3. Deferred payment plans with Mount St. Mary's College can be arranged at a cost of $100 per semester. Upon signing the deferred payment arrangement, a 25% minimum payment for all charges must be made. Remaining payments are made in installments. Students must complete a deferred payment plan agreement with the Business office prior to the clearance deadline for each semester.

ACADEMIC INFORMATION

Academic Policies All Undergraduate Programs

Grades

At the end of each term, the student receives a grade in every course of enrollment. All grades, with the exception of I, IP, and RD are final when reported to the registrar at the end of the term. Once submitted, grades may not be changed unless the result of clerical or procedural error. The grade indicates results of examinations, term reports, and general scholastic standing in the entire course, and becomes a part of the student's permanent college record.

The student's grade point average is computed according to this scale:

A	4.0	Student performance is clearly outstanding.
A-	3.7	Performance indicates sharp insights and an ability to integrate and generalize material beyond the context of the course.
B +	3.3	
B	3.0	Student performance is above average, demonstrating a knowledge of facts and an ability to integrate and apply material within the context of the course.
B-	2.7	
C +	2.3	
C	2.0	Student performance is average, demonstrating knowledge of course content and exhibiting an ability to apply basic concepts within the context of the course.
C-	1.7	
D	1.0	Student performance is below average, partially fulfilling minimum course requirements. This level of performance may not prepare the student to progress to a more advanced level of study within the subject content or the major.
F	0.0	Student performance is unacceptable and does not meet minimum course requirements.

The following are not computed in the GPA:

AU	audit
CR	credit given; work C - or better (for field experience and supervised teaching offered by the Education and Psychology Departments, CR signifies B or better in quality)
I	Incomplete
IP	in progress; deferred grading for graduate thesis, senior project, or undergraduate research work in progress
NC	no credit given; work of D or F in quality
NG	no grade received; issued by the Registrar pending receipt of the final grade
*	course was repeated at a later date
U	unauthorized withdrawal
W	withdrawn
RD	report delayed
X	Courses taken for Associate Degree credit only; not computed in the Baccalaureate Degree

Grading Policies

All lower division courses required by the major must be completed with no grade lower than a “C-” and an overall departmental GPA of 2.0 or above. An exception to this college policy occurs when a grade of C (2.0) for departmental pre-requisites/ requirements is mandated by an outside licensing board, e.g. California Board of Registered Nursing.

All upper division courses required by the major must be completed with a grade of C (2.0) or above.

Audit

The grading selection of Audit should be requested when a student wishes to preview a course for which he/she will be enrolled at a later date for a grade or to review a course that has already been successfully completed as preparation for further study, or for intellectual curiosity and enrichment. Auditors attend class sessions regularly but are not obligated to take examinations. They receive no credit for courses audited. Tuition is charged for courses taken as audit.

Procedures/Requirements for an Audit:

Students must register for an Audit by the end of the second week of the semester on a space-available basis.

- Once requested the Audit status cannot be reversed.
- Students must attend a reasonable number of classes in order to receive an “AU” on their transcript.
- Faculty have the option of requesting other requirements in addition to reasonable attendance such as class participation of students requesting to audit. A space will be provided on the Audit Request Form where faculty can stipulate the conditions agreed upon for the Audit.

If the conditions of the Audit are not met, the instructor may use the grading option of "U" (Unauthorized Withdrawal).

Credit/No Credit

To encourage a wider choice of courses by lessening the student's concern for the grade point average, selected courses may be taken for CR/NC. The following regulations apply to this option:

- Courses used to fulfill General Studies requirements may not be taken CR/NC.
- No more than six (6) elective units taken on a CR/NC basis can be applied to the 124 units required for the baccalaureate degree.
- Courses which are only offered on a CR/NC basis are not counted as part of the six units.
- The deadline for changing the grading in a course to CR/NC is the tenth (10th) week of the semester. Consult the academic calendar or the Registrar's Office for the specific date.
- Courses taken on a CR/NC basis may not be applied to requirements for the student's major except at the discretion of the major department.
- Once requested and approved the request for CR/NC cannot be reversed.

Incomplete

An Incomplete in a course can be granted only when a student:

1. has fulfilled the majority of the course requirements,
2. has a passing grade in course work,
3. is prevented from completing the assigned work for serious medical/personal reasons,
4. can, in the opinion of the instructor, complete the work within one semester.

Procedures/Requirements for requesting an Incomplete:

- A student requesting an incomplete must obtain the signature and consent of the instructor and the department chairperson by the last day of class and prior to the day of the final exam.
- Faculty must assign a default grade when approving an incomplete. This default grade will be recorded on the student's transcript when a completed grade is not assigned by the instructor and/or an extension of the incomplete is not processed.
- An incomplete may only be extended for one additional semester with the approval of the instructor, the department chairperson, and the appropriate academic dean.

Repetition of Courses With C-/D/F/NC Grades

Only courses for which C-, D, F, and NC were assigned may be repeated for a higher grade/CR. In cases of repeated courses the units are counted once and the higher grade is computed in the GPA.

Unauthorized Withdrawal

The designation of Unauthorized Withdrawal, "U" may, at the discretion of the instructor, be assigned in lieu of a grade of "F", when a student does not attend a course but fails to officially withdraw, or does not attend a sufficient number of class meetings.

Withdrawal From Courses

The grade "W" indicates withdrawal from a course. Students wishing to withdraw from a class must meet the following requirements:

The deadline for withdrawing from a class with a grade of "W" is the end of the tenth (10th) week of the semester. The withdrawal deadline for the Weekend College is the end of the fourth weekend. The withdrawal deadline for the HOPE Programs with 10 week terms it is the end of seventh week. In cases where a class is offered on a split-semester basis, the deadline for withdrawing is one week after the midpoint of the course. Consult the academic calendar or the Registrar's Office for the specific date. See Business Office for reduced charges which apply when withdrawing from the college.

After the deadline for withdrawal, a student may request permission to be allowed to withdraw from all of her/his classes because of a medical emergency or extraordinary circumstance by submitting an Academic Petition to the appropriate Academic Dean.

The "W" designation carries no connotation of quality of student performance and is not calculated in the grade point average.

Summer School

A matriculated MSMC student may enroll for a maximum of nine (9) units each summer at another accredited institution until they begin their last year at MSMC.

Courses must be approved by the Academic Advisement Center and a Transfer of Credit Form must be completed and approved by the student's advisor before the student enrolls. The College's residency requirement which requires that 30 of the last 39 units prior to graduation need to be taken at Mount St. Mary's College must be honored.

Honors

Dean's List

To give public recognition to academic achievement, the Dean posts a list each term with the names of full-time students who have obtained a grade point average of 3.5 or higher for the preceding semester.

To qualify for the Dean's List, a student must have completed at least 12 letter-graded units in the preceding semester or 9 units per semester for Weekend College.

Commencement

In order to participate in commencement exercises, a student must be registered for all the remaining courses required for graduation.

If a student is granted permission to enroll in a course prior to graduation, at an institution other than Mount St. Mary's College, the transcript must be received by June 30.

Honor Societies:

Alpha Mu Gamma
  National Foreign Language Honor Society

Alpha Tau Delta
  National Honor Fraternity in Nursing

Delta Epsilon Sigma
  National Scholastic Honor Society

Kappa Gamma Pi
  National Catholic College Graduate Honor Society

Lambda Iota Tau
  National Literature Honor Society

Phi Alpha Theta
  International History Honor Society

Pi Delta Phi
  National French Honor Society

Pi Theta Mu
  Service Honor Society

Psi Chi
  National Honor Society in Psychology

Sigma Delta Pi
  National Spanish Honor Society

Attendance

Since attendance and punctuality are important for the successful pursuit of study, the number of a student's absences may be taken into account in determining academic grades. The student may be expected to explain to the instructor the reason for any absences from class and in some cases may be asked to provide appropriate documentation.

There is no provision for a system of allowed cuts and absences. Students may be dropped from a class for excessive absences when, in the opinion of the instructor, further enrollment in the class would be of little value to the student.

Occasionally a student is excused from class attendance by the Provost for the purpose of representing the college. In such cases, the student is responsible for securing and completing any assignments.

Placement Examinations

All incoming freshman and some transfer students are required to complete placement tests in order to assist them in selecting appropriate courses. Information regarding placement testing will be sent to incoming students prior to the beginning of each semester.

Examinations used to place a student at a level of study may result in lower levels of study being waived. No credit will be awarded as a result of these placement examinations. See Credit by Exam

Academic Internship

The academic internship provides the student with an educational, hands-on experience outside the classroom setting. This experience provides an opportunity to apply classroom theory and sharpen skills in problem-solving. Ordinarily, interns do not get compensated, but they do earn academic credit while participating, Ordinarily, a maximum of six units may be earned through internships. Each academic internship unit is equivalent to 40 hours of supervised time spent in the professional setting. Criteria for evaluation are determined by the faculty sponsor prior to the student's internship. These may include an experience journal, oral reports, and written reports. All internships are graded on a credit/no credit basis.

Independent Study

A course by *Independent Study* provides students with the opportunity to initiate and custom design a course of study within her/his major or minor areas of study. An independent study course may not include the content of a regularly scheduled classroom course. *Guidelines for Independent Study:* Students assume the responsibility for implementing and presenting the proposed course of study to the sponsoring faculty member for approval and signature through completion of an *Independent Study Approval and Application Form* (available at the Registrar's Office). When signed by the sponsoring faculty member, academic advisor and student, the document becomes a contract and upon registration becomes an official document within the student's academic file. During the semester, students are responsible for initiating at least four contacts with the supervising faculty member as well as presenting the final independent study project to the faculty member by the end of the semester of registration. The following applies:

1) Lecture and laboratory courses listed in the catalog may not be taken through Independent Study.
2) At least 30 student study/work hours equals one unit of credit, e.g., students enrolled in a 3 unit course will be expected to devote at least 90 hours to the independent study.
3) Independent Study course enrollments are not available to freshmen.
4) No more than two Independent Study and/or Directed Study courses may be taken during a semester.

Students must submit the all paperwork for a registration through independent study on or before the end of the add/drop period.

Directed Study

Directed Study provides a means, at the discretion of the regular course instructor, for students to complete a regularly scheduled classroom course when prevented from attending the course for specific reasons. The official catalog course number followed by DS: will be used (e.g. His 124 DS (title:..). Under the directed study mode, faculty members share the responsibility with students including the planning of readings and/or projects and agree to at least six instructional/review meetings during the semester.

Guidelines for Directed Study: Enrollment in regular classroom courses through *Directed Study* required the completion of the *Directed Study Application and Approval Form.* With the consent and assistance of sponsoring faculty members, students complete the learning/study goals, content and criteria for evaluation sections of the form or attach a copy of the regular course syllabus. Upon receipt of required signatures and when filed in the Registrar's Office, these documents become official records within the student's academic file. The following applied:

1) Introductory courses within a discipline may not be taken through Directed Study.
2) Directed Study course enrollments are not available to freshmen.
3) No more than two Directed Study and/or Independent Study courses may be taken during a semester.
4) Ordinarily, regularly scheduled courses are not taken through Directed Study.

Students must submit all paperwork for registration through directed study on or before the end of the drop/add period.

Academic Integrity

The academic environment is predicated on truth and integrity. Acts of dishonesty constitutes a serious offense to the Mount Community. Acts of academic dishonesty include but are not limited to the following:

1. **Cheating:** Cheating of any kind is dishonest. This includes copying other's essays or exams, stealing exams, buying or otherwise procuring new or used exams, having someone else take an exam or write an essay for which you take credit, and any other way you might receive credit for work that is not your own.
2. **Failing to hand in original work:** Using one essay for two different classes is also dishonest. If you have a topic appropriate for two classes, original and separate work must be done for each class, unless approval of both instructors has been obtained. Moreover, co-writing an essay without both obtaining the instructor's permission and acknowledging the other person's help is dishonest.
3. **Plagiarism:** Plagiarism is an act of academic dishonesty. It is a serious academic offense. Plagiarism is using anyone else's ideas and representing them as your own (i.e. not giving appropriate credit). Acts of plagiarism include the following:
   - failure to document and give credit to an original source,
   - paraphrasing another person's ideas without giving credit,
   - using direct quotes without proper recognition of the source,
   - using statistics, facts, or information from a source other than your own original research without giving credit.
4. **Falsification or misrepresentation:** Falsification of lab or clinical data, clandestine collaboration with others in class presentations or laboratory experiments, alteration of College documents, alteration of instructor's grade sheets/books, misrepresentation on admissions materials, falsification of academic records, forgery, entering computer accounts not one's own without prior consent of the owner, entering or deleting information without permission are all academic offenses.

5. **Theft:** Theft or mutilation of library or media materials, computer or media equipment, records or other College documents (such as examinations, assignments, gradebooks or other course materials), or theft from any member of the academic community are all acts of academic dishonesty.

Consequences: Actions such as these should incur, in proportion to the gravity of the offense, appropriate action on the part of the instructor or College representative. The penalty for an act of dishonesty could range from a grade of F on an examination or assignment, a reduced or failing grade for the course in question, probation, suspension or expulsion from the College. Repeated acts of academic dishonesty will be treated more gravely.

Appeal Procedure: Any student of the College has the right to appeal any decision resulting from a perceived act of academic dishonesty. The Academic Integrity Board should be consulted in the case of an appeal or whenever a case involving academic dishonesty has not been resolved at a lower level.

Probation and Dismissal

Probation

A student is placed on probation for failing to maintain a 2.0 GPA for all courses undertaken in a term. A student must achieve a GPA of 2.0 or higher, based on a minimum of 12 letter-graded units, during the following term in order to continue in the college.

Dismissal

A student is subject to dismissal for the following reasons:

1. Failure to maintain a minimum GPA of 1.0 during any term.
2. Failure to maintain a minimum GPA of 2.0 during a probationary term.

Students are notified by the appropriate Academic Dean of their dismissal. When extenuating circumstances, such as prolonged illness, account for the disqualification, the student may be permitted, on petition to the appropriate academic dean, to continue on probation for the next term.

Enrollment in the College implies willingness on the part of the student to comply with the requirements and regulations of the College. If the student fails to comply with these requirements and regulations, or if it is determined by the dean that the student is not able to benefit from the opportunities offered by the College, withdrawal may be requested even though no specific breach of discipline is charged.

Withdrawal from College

Students thinking of withdrawing from the College should schedule an interview with the Coordinator of the Advisement Center in order to explore other options or assistance. Students who must withdraw from the college at any time must file a withdrawal notice in the Office of the Registrar. Forms are available from the Advisement Center on both campuses. Students who leave the college for two consecutive semesters without filing appropriate forms are considered withdrawn. Students wishing to re-enter must file an application for re-admission with the Admissions Office. See page 33 for reduced charges which apply when withdrawing from the college.

Leave of Absence

Students in good academic standing may request a leave of absence from the college for one semester. However, after the deadline to withdraw with a "W" a Leave of Absence cannot be granted for the current term. Students on a Leave of Absence may not enroll in another institution during the period of the Leave of Absence.

Upon request, a Leave of Absence can be extended for one additional semester by the appropriate Academic Dean. Students on a Leave of Absence are considered continuing students and may pre-register for the next semester at the allotted time and must contact their advisor.

Transcripts

Transcripts are issued at the written request of students or graduates to the Office of the Registrar. At the close of each term, transcripts for registered students must be held for inclusion of grades for the term, and therefore will not be available for approximately three (3) weeks. Partial transcripts will not be issued. At times other than the close of the term, the normal period required for processing transcripts is 5 working days. No transcript will be released unless all indebtedness to the college has been satisfied. All transcripts are $5.00 each. Upon completion of degree, students are entitled to a complimentary transcript.

Academic Petitions

Students may petition the waiver or the modification of any academic policy or regulation, for good reason, which must be documented. The petition must be approved by the Assistant Academic Vice-President or Dean of the Doheny Campus. The student files the approved petition in the Office of the Registrar for placement in the student's permanent file.

Students with Disabilities

Mount St. Mary's College, in compliance with the state and federal laws and regulations including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), does not discriminate on the basis of disability in administration of it's education-related programs and activities. We have an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with known or suspected disabilities must contact the appropriate campus disability services coordinator in order to receive appropriate accommodations. Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should also contact the appropriate campus disability services coordinator for resolution. Mount St. Mary's ADA/Section 504 Grievance Procedure is located in the Student Handbook and copies can be obtained upon request in the Campus Learning Centers or the Office of Student Affairs. The policy may also be viewed on the college website at www.msmc.la.edu, key word, "disability".

Grievance Procedure

Copies of Mount St. Mary's College Grievance Procedure is printed in the Student Handbook which is available upon request at the Office of Student Affairs.

Transfer Students

Students transferring into the College bring different backgrounds, goals, education, and experiences. In recognizing this, special efforts are made to provide academic advisement and program planning that build on the learning the student has already acquired. Careful attention is paid to provide assistance in the scheduling of classes so that major requirements as well as college general education requirements are fulfilled.

Transfer students are assigned an academic adviser in the area of their major; the services of the Academic Advisement Center are available to all students.

Appeals of academic regulations and curriculum requirements are possible where such action seems warranted. Students seeking to appeal regulations other than course requirements in their major should obtain a petition from the Academic Advisement Center. The completed form should be taken to the appropriate dean for approval. Students seeking a substitution or waiver of requirements in their major should obtain the written approval of the departmental chairperson. Copies of this approval should be in the student's permanent file. Students who wish to challenge their Transfer of Credit Evaluation must do so by the end of their first semester at MSMC.

Credit by Exam

In selected departments, course credit by challenge examination is available on a limited basis and at the discretion of the department chairperson. The student must file the approved form in the Office of the Registrar. Only units of CREDIT will be awarded for these examinations (No record of failures will appear on a student's transcript.). All credit awarded in this manner will be so noted on the student's transcript. **A course may only be challenged by examination once.**

Students may also take externally administered standard proficiency exams such as CLEP (College-Level Examination Program from CEEB) and PEP (Professional Equivalency Program from ACT) in those areas approved by the college. Information about these exams and a current list of approved exams are available from the Academic Advisement Center. Credit for CLEP or PEP exams taken prior to enrolling at Mount St. Mary's College and which appear on the transcript of record from another college or university will be accepted according to the transfer of credit procedure. If there has been no official awarding of credit, an original transcript from ACT or CEEB must be presented.

Students who have taken courses sponsored by the armed forces or other non-collegiate agencies may apply for an evaluation of these learning experiences.

For the baccalaureate degree, a maximum of 30 units may be secured through credit by departmental exam and/or CLEP/PEP exams in areas approved by the college. All units earned in this manner are held in escrow until the student has successfully completed 30 units of course work at Mount St. Mary's College.

For the Associate Degree, a maximum of 24 units of credit may be secured through credit by departmental exam and/or CLEP/PEP exams in areas approved by the college. All units earned in this manner are held in escrow until the student has successfully completed 24 units of course work at Mount St. Mary's College.

Advanced Standing

The extent of the transfer student's advanced standing is determined on an individual basis and is not decided until an evaluation of all previous academic work has been completed.

Credit for courses taken in other accredited colleges or universities is transferable provided that the transferred courses satisfy curriculum requirements at Mount St. Mary's College. A maximum of 36 semester units for course work taken in an accredited college is transferable toward the associate degree. No more than 66 transferable community college units may be applied toward the units required for a baccalaureate degree.

Credit for extension courses is not automatically transferable. Courses identified as "non-transferable" by the sponsoring institution may not be accepted. The following courses ordinarily do not transfer: pre-college level math; pre-college level writing; pre-college level reading; English as a Second Language; such business skills courses as typing, shorthand, business machines; and vocational or technical courses and correspondence courses.

Original transcripts must be submitted for all proficiency or advanced placement credit awards (CLEP, PEP, AP). No more than 2.0 units in physical education may be transferred from any college or university. No more than 6 units of coursework taken without grade (CR/NC; P/NP) may be accepted towards degree. In the case of courses in which grades of C-, D, or F are repeated, only the better grade will be transferred. In cases where a course in which a grade of C or better has been repeated, only the C will be accepted.

The determination of whether courses transferred into the college may serve as fulfillment of major requirements is made by the major department. Those courses not accepted in the major may count as general electives.

Students transferring from foreign schools, colleges, and universities must submit original copies of their academic records and translations from an approved translating service; a list of approved agencies is available from the Admission Office.

A final credit summary and determination of advanced standing will be prepared by the Advisement Center after the applicant is accepted for admission and all final transcripts have been submitted. Failure to submit required transcripts may prevent the student from enrolling in classes. Students who wish to challenge this transfer credit summary must do so by the end of their first semester at Mount St. Mary's College.

Concurrent Enrollment Policy and Transfer of Credit

Once admitted to and enrolled in the College, students are normally expected to only pursue study at Mount St. Mary's College during the Fall and Spring semesters.

A student seeking an exception to *Concurrent Enrollment Policy* must file an Academic Petition and Transfer of Credit Clearance Form in the Office of the Registrar prior to registration at another institution.

Classification of Students

To be classified as a sophomore, a student must have satisfactorily completed 30 semester units towards the Mount St. Mary's College undergraduate degree, and have 1-2 more semesters of work to complete before fulfilling associate degree requirements or 5-6 more semesters of work to complete before fulfilling baccalaureate degree requirements or the unit equivalent; as a junior, a minimum of 60 semester units and 3-4 semesters of work; as a senior, 90 semester units and 1-2 semesters of work.

A student with full-time status must carry 12-18 units per semester. Part-time students carry less than 12 units per semester. Foreign students (with non-immigrant "F-1" student status) enrolled in beginning ESL (on or off campus) plus nine semester units may be considered as students with full-time status.

Non-matriculating students may take a course or courses for academic credit without following a prescribed curriculum toward a degree.

Ordinarily a student should be a sophomore before enrolling in upper division courses. It is the student's responsibility to be aware of prerequisites or requirements for enrolling in upper division courses.

Application for Graduation with a Degree

Students applying for graduation must file a graduation application in the Registrar's Office before the end of the semester prior to graduation. See the Registrar's Office for specific dates and forms.

The Associate in Arts Degree

Through the Associate in Arts Program students have the opportunity to develop academic competencies. Faculty and staff offer excellence in their specialized fields and show concern for the individual student. The fundamental goal of this program is to provide knowledge and skills for an enriched life and the possibility for further education. Students in the A.A. Program also are able to explore various options in determining a career and the skills necessary for employment.

All courses are transferable to the Mount St. Mary's College baccalaureate degree program unless otherwise stated. Students wishing to transfer to other four year campuses should consult with their advisors about the transferability of courses.

All students who enter the Associate Degree Program are required to complete a battery of tests including reading, writing and math prior to registering for classes. These proficiency tests must be passed before a student can receive her AA degree or transfer to the Chalon Campus.

The specializations are designed to prepare the student for transfer to a baccalaureate program or employment upon graduation.

Four semesters are usually required to complete the A.A. degree. Students with academic deficiencies may need an additional semester. A student can be in the AA program for a 5th semester in order to fulfill requirements to graduate or to transfer to the Chalon Campus. A student must be enrolled in an English class every semester until she has successfully completed Eng. 6A and 6B. Students planning to transfer to the Chalon Campus must be enrolled in an English class every semester until they have successfully completed English 1B.

Majors Offered

Mount St. Mary's College confers the Associate in Arts degree with the following majors:

Business Administration
Early Childhood Education
Graphic Design
Human Services
Liberal Arts
Nursing
Pre-Health Science
Physical Therapist Assistant
Occupational Therapy Assistant

A complete description of the requirements for each major as well as course descriptions may be found in the Courses of Instruction section of this catalog.

Academic Policies: Associate Degree

Degree Requirements

1. Completion of at least 60 semester units with a grade point average of 2.0 (a C average) for all college work undertaken at Mount St. Mary's College.
2. Required courses:
    a. Communication Skills (minimum of 6 units):
    ENG 6AB or ENG 1AB*
    ENG 10AB (for HOPE Program only)

    b. Arts and Sciences (minimum of 9 units):
    (at least one course must be taken from three of the following categories)
        1. Art, Music, Literature
        2. History, Contemporary Economics, Politics
        3. Natural, Physical Sciences
        4. Social, Behavioral Sciences

    c. Philosophy (3 units)

    d. Religious Studies (3 units)

    e. Freshman Orientation (2 units) SPR 80AB

    f. One semester of off-campus Outreach by participation in one of the following: (minimum 1 unit)
        1. Social Action SPR 60A
        2. Fieldwork or clinical experience required by specific majors

    g. Multicultural (3 units)

*English classes: Students planning to transfer to the Chalon Campus must be enrolled in an English class every semester until they have successfully completed English 1B.

3. Completion of program requirements. (Listed under departments.)
4. For the associate degree, 24 semester units must be completed during the last two semesters at Mount St. Mary's College. Of these, a minimum of 12 semester units must be in the student's major and earned in regular course work.
5. In order to participate in commencement exercises, students must have completed all requirements for graduation.
6. Skill in writing, reading, basic math, notetaking, and computers evidenced by passing scores in proficiency tests.
7. Must file a graduation application in the Registrar's Office by the end of the term prior to the term of completion.

Credit Load

A full-time student is defined as a student who is enrolled in a minimum of 12 units and a maximum of 18 units per semester.

Graduation With Honors (Associate in Arts Degree)

Graduation *With Honors* shall be granted to a student who has earned the Associate in Arts degree while maintaining a cumulative 3.5 grade point average prior to the final semester.

The overall GPA at the end of the fall semester of the academic year is used in determining honors. The student's grade point average will be calculated on the basis of grades earned at Mount St. Mary's College, as well as college course credits and grades earned prior to the time of matriculation.

Courses completed at another institution after matriculation are not computed into the cumulative grade point average with the exception of approved exchange programs.

Intercampus Transfer

Mount St. Mary's College offers students who begin their studies in the associate degree program the opportunity to transfer to the baccalaureate program. Normally, students wishing to transfer must have 24 transferable units with a 2.4 grade point average, have passing scores on the proficiency tests, have completed Eng. 1A, and must take the following steps:

1. Request a Program Change Application from the director of advisement; obtain the signatures of the academic advisor and the testing coordinator.
2. If requesting to transfer to the Nursing or Liberal Studies majors, the transfer must also be approved by the department.
3. Submit this form to Registrar's Office to obtain verification of transferable units and cumulative GPA.
4. Have completed Eng. 1A and be enrolled in Eng. 1B or 1C during the first semester at the Chalon Campus.

Students will be notified of their acceptance into the baccalaureate program and will be assigned a Chalon advisor (or his/her representative) who will advise them for the next semester.

Integration of Theory and Practice

Experience endeavors to relate personal growth and learning to the more practical aspects of life. Opportunities for experience can occur both inside and outside the College.

The year long (two semester) Freshman Orientation course facilitates the incoming student's adjustment to the demands of college life by teaching skills for personal effectiveness and presenting strong female role models in various careers. Students work in small groups with staff and peer counselors to discuss concerns, explore values and goals, and practice communication skills.

Social Action/Fieldwork extends the learning process beyond campus limits. The student becomes aware of important issues in society. Opportunities are offered for career-related experiences and the blending of theory and practice. In Social Action the student performs supervised volunteer services such as tutoring, hospital, volunteer work, child care, home visiting, and the like. In Field Work the student engages in supervised fieldwork as determined by the major.

Academic Support Services

Academic Advisement

The advisement program is coordinated through the Academic Advisement Center. All students are assigned an advisor with whom they plan their academic programs. The advisor assists in clarifying program requirements and in coordinating the students' schedules.

To further serve the students' advisement needs, the Academic Advisement Center functions as a drop-in office for on-going guidance and referral services.

Although the individual faculty advisors and the Advisement Center staff make every effort to provide advisement for the student, it is ultimately the student's responsibility to see that **all** procedures are followed and all requirements are fulfilled.

Learning Resource Center

The Learning Resource Center oversees the English classes' Skills Labs, supervises students still working for reading, writing, and math proficiencies, and provides tutors for most areas of the undergraduate curriculum. Students in developmental English classes spend an assigned hour a week receiving instruction in diagnosed grammatical and compositional skills not yet mastered. With tutors, computer or AV aids, students also work to acquire a certain proficiency in reading, writing, and basic math. Students may also request a tutor or organize a study group for other areas of the curriculum, e.g. psychology, sociology, geography, etc. Students are encouraged to make appointments for any extra time they may need, but occasionally drop-ins can also be accommodated.

Skills Programs

The ability to communicate is one of the basic tools of learning. A student must be able to receive and to transmit information accurately. This process involves reading, writing, speaking, and listening, as well as understanding non-verbal messages. A student must be able to think logically and apply knowledge to problems and situations at hand. In order to facilitate the acquisition of these tools, the following programs are offered:

> **College Skills** Specialized courses in areas such as study skills, reading, math, and English are provided for students whose previous performance and/or test results indicate they might experience academic difficulty. These courses are required for students who are academically underprepared.
>
> **Summer Skills Workshop** The Workshop in Study Skills, offered prior to freshman year, enables interested students to get a better start in their college careers. Students receive one unit of AA credit for successfully completing a class in study skills and two other classes chosen from classes in writing, math, reading, notetaking, and studying the sciences.

The J. Thomas McCarthy Library

As a branch of the Mount St. Mary's College Libraries, the J. Thomas McCarthy Library provides on-line access to a union catalog of approximately 130,000 volumes, 800 periodicals titles and 5500 non-print media programs. The Library houses a substantial print collection and provides expedited access to the Chalon Campus Coe Library and Instructional Media Center collections. The Library also provides web-based access to a wide variety of bibliographic and full-text subscription databases, as well as access to the catalogs of many other local and non-local libraries. Please consult the Libraries' Research Resources webpage for a current list of databases. Library staff provide assistance and instruction to patrons conducting library research.

Computer Labs

The Doheny Campus has two complete computer labs. Each has laser printers available.

- Macintosh Lab, located in room 108, Bldg. 4, has 18 iMac, networked computers. Each has the Microsoft Office software suite and web browsing capabilities. The lab is open daily for student and faculty use.
- The main student computer lab in Bldg. 3, room B-104, has 25 networked Dell workstations. Each has a ZIP drive for large file access and storage, the Microsoft Office software suite and web browsing capabilities. The lab is open daily for student and faculty use.

A.A. Student Cross-Enrollment at the Chalon Campus

Associate of Arts students may take a limited number of units at the Chalon Campus. Ordinarily students admitted to the A.A. Program do not take classes at Chalon during their first semester. However, if there is need for a sequence course such as biology, chemistry, math, or music, a maximum of eight units may be taken during the first two semesters. Unless noted in program requirements, AA students do not take upper division courses until their junior year and completion of at least Eng. 1A. (Chalon students have priority registration for Chalon classes; Doheny students for Doheny classes.)

After two (2) semesters in the A.A. Program, a student may take a maximum of seven (7) units her third semester and as many as nine (9) units during her fourth semester.

Student Affairs

Mount St. Mary's College provides students with programs and experiences conducive to personal, cultural, ethical, social, physical, spiritual, and intellectual growth. Student initiative and responsibility are encouraged in an atmosphere of close interrelation among students, faculty, administration and staff.

Campus Ministry

The goal of the Campus Ministry Office is to facilitate a sense of community and service on the Doheny Campus. Students have opportunities for prayer through Eucharistic liturgies, Scripture sharing, and weekend retreats. The Campus Ministry Office plans activities that link the students with the needs of the neighborhood and the community at large. Students are involved in a variety of volunteer services.

The Doheny campus has the Our Lady of Mercy Chapel and is located next to St. Vincent's Church. The Doheny campus is just a few blocks from the Newman Center of the University of Southern California. All are available to the Mount community.

Career Planning Center

The Career Center provides the opportunity for students to find the major and career best suited for them by learning how to identify their unique skills, interests, values and personality traits, and how to research the world of work. Students are encouraged to enroll in the one unit Career Planning course offered in the fall or the Careers in Health (for pre-health majors) course offered in the spring.

The Career Center includes a career library with books on interviewing, resume writing, major and career options and job search information. Off-campus full-time and part-time job listings, the "Volunteer Works" internship database with over 300 internship listings, and "Choices," a computerized career planning tool can be found in the Career Center. Students can also access the FANS (Friends and Alumnae Networking System) database to speak with Mount alumnae in various careers.

A variety of activities are offered by the Career Center. Annual events include an etiquette dinner and major fair. Alumnae Career panels focusing on different majors and occupations are held throughout the school year. The Center also sponsors trips to various off-campus career fairs, career-related conferences and workshops.

The Career Center staff is available for individual counseling appointments to assist students with skills assessment, resume writing, and interviewing techniques. Staff also help students to research information on career positions and internship options. The Career Center staff foster on-going relationships with a variety of organizations and corporations in order to develop internship and employment opportunities for students.

Center for Urban Partnership

The Center for Urban Partnership (CUP) serves as a MSMC resource, clearinghouse, and organizing center for civic and community based education. CUP exists to offer off campus learning experiences at community organizations that promote human and community development. CUP staff work closely with service-learning faculty and students, Career Development staff and the Women's Leadership program to promote healthy, socially just communities in L.A. The goal of CUP is to empower students to become life-long committed advocates for social justice in our world. Through the Urban Intern program students are able to learn the skills in becoming empowered leaders. This project is funded by the W.K. Kellogg Foundation and the Henry Luce Foundation.

Counseling and Psychological Services

MSMC recognizes that emotional health and personal growth are essential components of a successful academic experience. We provide referrals to community resources, outreach to the MSMC campus through psycho-educational programs and brief counseling. In counseling, students discuss concerns, identify options, and learn new problem-solving skills in a supportive environment. Some of the issues we address include depression, anxiety, academic concerns, family and relationship problems, eating disorders, dating violence, and self-esteem difficulties. Most of our counseling is short-term usually twelve sessions or less per academic year. At Chalon, counseling services are available to full-time undergraduates and graduate students in the Physical Therapy program. At Doheny, students enrolled in the Associate in Arts program and the Associate Degree in Nursing program on a full-time basis are eligible. Partners and family members can participate in treatment when family or couples therapy is recommended.

Counselors are legally and ethically required to protect student confidentiality. No information about student clients is shared with family members, the faculty, college administrators, or anyone else without written permission. The only exception to this policy is when limited disclosure is required by law to protect the student or another individual from harm. We are staffed by psychologists and advanced doctoral level interns.

Fitness Education

Mount St. Mary's College is committed to graduating well-balanced women with a strong sense of self and physical well being. The Fitness Education Department offers two programs that compliment the academic program: the physical education courses offered for academic credit, and a wellness and fitness program, including nutrition. The two programs together provide students with the opportunity to attain, improve and/or maintain their physical fitness, attend informative workshops on wellness and fitness, participate in recreational activities on or off the campus, and participate in intramural volleyball, basketball, and tennis programs. Facilities include a pool, fitness center equipped with cardiovascular and weight training equipment, and a tennis-basketball-volleyball court.

Institute For Student Academic Enrichment (ISAE)

ISAE is a federally funded Student Support Services/TRIO program designed to assist first-generation, low-income and/or disabled students in achieving their maximum potential in higher education. ISAE provides eligible students academic advisement, peer tutoring and mentoring, career and personal counseling, financial aid information, workshops and leadership and cultural enrichment opportunities. ISAE is located in the Doheny Career Planning/Advisement Center.

Orientation

The Orientation program is designed to assist entering students with their transition to Mount St. Mary's College and to enhance their success at college. Typically scheduled for the weekend before classes begin, fall orientation provides students with opportunities to become more familiar with college services, policies and procedures.

Orientation includes an introduction to both the academic and student life aspects of the college and provides for the interaction of new students with faculty, staff, and continuing students.

Residence Life

The Residence Life area at the Doheny Campus is a learning/living experience where students are encouraged to develop their relationship — to God, other persons, and nature— by exploring these through various programs and opportunities.

The programs, both formal and informal, are meant to enhance the education of these young people. We seek to provide an atmosphere where the individual can explore her/his own ideas, values and potentials, and develop an attitude of personal responsibility for one's actions. With students of many cultural backgrounds and experiences, we provide the atmosphere and opportunities for interaction and celebration to enable students to establish their own spirit of community.

Housing choices include a large residence hall, McIntyre, and three smaller living arrangements in campus mansions. Student life is largely self-regulated under the guidance of the Director of Residence Life, the Residence Life Program Assistant, and the Resident Assistants, as well as a Residence Hall Council.

Residence Staff gives time and attention to assigning rooms and roommates, making every effort to provide an environment which will allow the student both privacy and freedom to grow — socially, emotionally, academically and religiously.

Student Activities

College involvement gives the student the opportunity to become a vital part of the institution. Students are encouraged to serve on college committees and to initiate religious, cultural, and social activities. The small college atmosphere offers many opportunities for participation in student government and campus organizations.

Many organizations are open to the Mount students in an effort to broaden their experiences. Among these, the Associated Student Body sponsors a wide range of social, cultural, recreational, volunteer, and religious activities. The ASB meets regularly to discuss student issues and to promote student involvement. Several occasions arise each year for interaction with baccalaureate students at Chalon as well as with students of surrounding colleges. Special interests are represented in various clubs and organizations.

Student Ambassador Program

The Student Ambassador Program is one of MSMC's partnership programs designed to motivate inner-city high school students to complete high school and aspire to a college education. The ambassadors help high school students understand what skills they need to acquire and what courses to take to qualify for college admission, and assist them with identifying appropriate colleges to which they can apply, completing admissions applications and researching financial aid. The program provides leadership and service opportunities to Mount Students by engaging them in outreach in the Los Angeles area. Currently, ambassadors serve in 40 high schools, 5 middle schools, and several Los Angeles City housing developments. By helping these high school students to plan for college, improve study skills and envision satisfying and rewarding careers, Mount students are able to give back to the community while developing their own counseling and time-management skills. The Student Ambassador Program continues a long-standing Mount tradition of service to the local and world community.

Student Health Services

The Mount St. Mary's College Student Health Services Department offers a broad range of services to both resident and commuter students. These services include diagnosis and treatment of illness and minor injuries, physical examinations, health teaching, immunizations, and laboratory testing. The Health Clinic on the Chalon campus is staffed by physicians, nurse practitioners, nurses, and specially trained students. Appointments may be made throughout the week. Students who pay the Comprehensive Student Fee (see Expenses) may see a medical provider for illness or injury at no expense. There may be a charge for laboratory testing and medications.

Emphasis is placed on preventive medicine and on positive health practices which will become a part of each student's lifestyle. Programs designed to assist students in developing values and skills related to achieving a high level of health are presented each semester.

Incoming Freshman and transfer students, both resident and commuters, must submit a current health history and physical examination prior to entrance. Proof of current immunizations and TB skin testing are also required for admission. Additional health requirements exist for students enrolled in programs with clinical affiliations.

Doheny students are eligible to use the Chalon Health Clinic for their primary health care needs. In addition, Doheny students have access to the Doheny Health Center, where a registered nurse is available for the treatment of minor illness and injuries, health references, health teaching, immunizations and laboratory testing.

All full-time students are required to carry Health and Accident Insurance. Please see expense listings at the beginning of this catalog for additional information regarding health insurance available through Mount St. Mary's College.

Women's Leadership Program

The Women's Leadership Program is designed to provide all students with opportunities to develop their leadership potential. The Program offers resources, workshops, conferences, seminars and internships which enable students to study leadership theory and put the theory into practice. The curriculum is designed to explore the different contexts of leadership (i.e. self, team, professional, community and civic) with a special emphasis on making a difference that will benefit the common good.

Students may also create a Leadership Portfolio, which tracks the development of their leadership skills as well as provides evidence of their leadership potential to prospective employers or gradate school programs. In addition, students may participate in a mentoring and peer- advising program.

Advanced students plan and implement their own leadership projects on campus and in the community.

For course offerings in Leadership please see the Leadership and Women Studies Minor under the Courses of Instruction section of this catalog.

The Baccalaureate Degree

Mount St. Mary's College confers the following baccalaureate degrees:

The Bachelor of Arts with majors in:
American Studies
Art
Biological Sciences
Business Administration
Chemistry
Child Development
English (including Weekend College)
English and Business Administration *(including Weekend College)*
French
Gerontology
History
Liberal Arts *(Weekend College only)*
Liberal Studies *(for elementary teaching credential students)*
Mathematics with Computer Science Emphasis
Music
Philosophy
Political Science
Psychology
Religious Studies
Social Science
Sociology
Spanish

The Bachelor of Science with majors in
Biochemistry
Biological Sciences
Business Administration *(Weekend College only)*
Chemistry
Nursing

The Bachelor of Music with a major in Music

Individually Designed Major

The Individually Designed Major is available to students interested in giving further creative direction to their own education. This student is encouraged to utilize alternative modes of education and to assume leadership in initiating educational and cultural experiences. Admission to the Individually Designed Major presumes the ability on the part of the student to engage in independent study. Freshmen are eligible to pursue an IDM after the successful completion of their first semester at Mount St. Mary's College.

Information is available in the Advisement Center and from the Assistant Academic Vice President.

Baccalaureate Degree Requirements

Degree Requirements

1. Completion of at least 124 semester units with a grade point average of 2.0 (C average) for all college work undertaken at Mount St. Mary's College. A minimum of 45 semester units must be in upper division work.
2. Completion of a major, as designated by the major department.
3. Satisfaction of the senior residence requirement. Residence is defined as 30 of the last 39 units before graduation must be taken at Mount St. Mary's College. A minimum of 12 upper division units must be in the student's major and earned in regular course work at Mount St. Mary's College.
4. Completion of a Mount St. Mary's College general studies program.
5. Required Course: Introduction to College Studies (SPR 85) is required of all freshmen entering college with fewer than 24 units.
6. Must file a graduation application in the Registrar's Office by the end of the term prior to the term of projected completion.
   In order to participate in commencement exercises students must be registered for all courses needed to complete degree and college requirements.
   If a student is granted permission to enroll in a course prior to graduation, at an institution other than Mount St. Mary's College, the transcript must be received by June 30.

The General Studies Curriculum

An educated person is one who is not only academically prepared in an area of specialization but also one who has knowledge and appreciation of the diverse fields of human endeavor. To achieve this, a student is expected to explore areas of learning outside the major through the General Studies curriculum. The college has adopted the following components of a liberal education as fundamental in developing excellence of mind and spirit. The components are integrated into the educational program, and into the General Studies Curriculum, in a way that enables the growth of students as free, imaginative, and responsible human beings, sensitive and responsive to the needs of the human person and human society. These components are:

1. effective written expression of ideas;
2. effective oral communication;
3. analysis of assumptions, methods of argumentation, values;
4. problem-solving: defining problems, identifying issues; organizing, analyzing, synthesizing ideas; comparing, contrasting ideas; decision-making;
5. understanding of personal and group behavior;
6. effective participation in a group or organization;
7. sense of history as providing perspective for interpreting human events;
8. sense of literature as reflecting and interpreting human experience;
9. understanding of and appreciation for music and the visual arts;

10. curiosity about and a spirit for investigating the natural universe;
11. ability to recognize patterns of thought used in science and mathematics;
12. understanding of the impact of advancing technology on human society and culture;
13. understanding of social classes and social structures in diverse societies;
14. understanding of contemporary economic, social, and political issues;
15. understanding of criteria and standards to assess personal moral values and ethical judgments;
16. openness to understanding of, and respect for philosophical, religious, and ethnic diversity;
17. awareness of the religious and spiritual dimensions of human existence.

General Studies Requirements

The following structure and content for the General Studies Curriculum applies to bachelor degrees except that there is no language requirement for the Bachelor of Music and the Bachelor of Science degrees.

Students may not take general studies courses on a credit/no-credit basis.

The college policy on challenge examinations will prevail in the General Studies Curriculum.

I. Communication Skills (minimum 7 units)

A. Written (6 units)

ENG 1A B/C	Freshman English	(3,3)
ENG 5H	Freshman Honors English	(3)
ENG 10AB	Written and Oral Communication *(for HOPE Program Only)*	(3,3)

B. Oral (1-3 units)

SPE 10	Introduction to Communication	(2)
SPE 12	Business and Professional Communication	(1)
POL 134	International Organization-MUN	(3)
POL 135	Selected Problems in International Organization	(3)

II. Critical Thinking (minimum 3 units)

BIO 151/L	Medical Physiology	(4)
ENG 1C	Freshman English	(3)
ENG 108	The News Media	(3)
NUR 138	Research	(3)
PHI 5	Logic	(3)
PHI 10	Critical Thinking	(3)

III. Arts and Sciences (minimum 21 units)

At least one course must be taken in each of the following categories (A - G):

A. Art or Music

ART 3	Visual Thinking	(3)
ART 5	Fundamentals of Art	(3)
ART 170	History of Art: Ancient thru Medieval	(3)

ART 171	History of Art: Renaissance thru Romanticism	(3)
ART 172	History of Art: Modern World	(3)
ART 173	Multiculturalism and the Visual Arts	(3)
ART 174	Women in Contemporary Art	(3)
MUS 6/106	The Fine Arts: Music	(3)
MUS 125	Music Masterpieces	(3)
INT 93AB/193AB	Guided Experiences in the Arts	(1.5,1.5)
INT 95/195	Study/Travel: European History and Culture	(1-6)

B. Literature

ENG 12	Literary Analysis	(3)
ENG 15	Literature and Society	(3)
ENG 16	Literature and the Human Experience	(3)
ENG 17	Literary Focus	(3)
ENG 18	Great Works in World Literature	(3)
ENG 19	Great Works in English Literature	(3)
ENG 20	Great Works in American Literature	(3)
ENG 21	Classical Epic and Drama	(3)
ENG 25	Mythmaking: The Quest for Meaning	(3)
ENG 26	Literature of the American West	(3)
ENG 27	Women in Quest	(3)
ENG 28	Contemporary Issues in World Literature	(3)
ENG 70/170	Western Literary Heritage	(3)
ENG 73	Shakespeare	(3)
ENG 92	Special Studies	(3)
ENG 112	Literary Analysis	(3)
ENG 118	Great Works in World Literature	(3)
ENG 119	Great Works in English Literature	(3)
ENG 120	Great Works in American Literature	(3)
ENG 121	Classical Epic and Drama	(3)
ENG 122	Love in World Literature	(3)
ENG 123	Women's Voices in Literature	(3)
ENG 124	Fiction to Film	(3)
ENG 125	Myth Making	(3)
ENG 126	The American Experience	(3)
ENG 129	Ethnic Lit. in America	(3)
ENG 130	Faith and Fiction	(3)
ENG 131	Russian Literature	(3)
ENG 156H	The Modern Temper	(3)
ENG 164	American Drama	(3)
ENG 165	Novels of the Americas: Latino Voices	(3)
ENG 173	Shakespeare	(3)
ENG 192	Special Studies	(3)

C. History

HIS 1AB	Western Civilization	(3,3)
HIS 5H	European Leaders	(3)
HIS 25	Cultural and Historical Geography	(3)
HIS 93ABCD	Studies in Selected Historical Problems/Topics	(3,3,3)
HIS 112/112H	Economic History of Europe	(3)
HIS 115AB	History of Political Theory	(3,3)
HIS 116	Classical Civilization	(3)
HIS 118	Popes, Councils, Dogma, Dissent	(3)
HIS 42/142	Europe: Politics and Theology in the Age of Reformation	(3)
HIS 143	European Enlightenment	(3)
HIS 47/147	Europe: 1871-1945	(3)
HIS 50/150	Introduction to Asian History	(3)

HIS 151	History of Modern Japan	(3)
HIS 152	China: People and Personality	(3)
HIS 171	U. S.: Revolutionaries and Constitutionalists	(3)
HIS 173	U. S.: Civil War and Reconstruction Era	(3)
HIS 175	The U. S. in the 20th Century	(3)
HIS 179	American Constitutional Law	(3)
HIS 180	Contemporary Constitutional Law	(3)
HIS 181	Modern Presidential History	(3)
HIS 185A	African American History: American Slavery, 1619-1865	(3)
HIS 185B	African American History: Emancipation to Modern Era	(3)
HIS 185C/H	Race and Racism in American Life and Thought	(3)
HIS 190	History of Women in the Americas	(3)
HIS 193 ABCD	Studies in Selected Historical Problems/Topics	(3,3,3,3)
POL 108	American Constitutional Law	(3)
POL 109	Individual Rights	(3)
POL 117AB	History of Political Theory	(3,3)
POL 152A	History of Modern Japan	(3)
POL 152B	History of Modern China	(3)

D. Natural and Physical Sciences

BIO 1AB	Biological Dynamics	(4,4)
BIO 3/103	General Microbiology	(4)
BIO 5	Life Science	(3)
BIO 7	Introduction to the Human Body	(3)
BIO 10	Health Science	(3)
BIO 40A	Human Anatomy	(4)
BIO 50A	Human Anatomy	(4)
BIO 50B	Human Physiology	(4)
BIO 67/167	Environmental Science	(3)
BIO 87	Fundamental Concepts	(1-3)
CHE 1A/1AL	General Chemistry/Laboratory	(3,1)
CHE 3	Foundations of Chemistry	(3)
PHS 1	Scientific Concepts	(3)
PHS 2AB	General Physical Science	(4)
PHS 4	Elementary Environmental Studies	(3)
PHY 1A	Introductory Physics	(4)
PHY 5	Selected Topics in Physics	(1-3)
PHY 11A	Mechanics	(3)

E. Mathematics

MTH 1	College Algebra and Trigonometry	(4)
MTH 5A	Calculus I	(4)
MTH 10	Mathematical Ideas	(3)
MTH 20	Programming	(3)
MTH 28	Mathematical Analysis for Business	
MTH 38	Elements of Probability and Stow	(3)
MTH 50	Elementary Number Systems	(3)
MTH 51	Elements of Geometry and Statistics	(3)

F. Social and Behavioral Sciences

ECO 1	Microeconomics	(3)
ECO 112/112H	Economic History of Europe	(3)
POL 2	Comparative Government	(3)
POL 10	Political Concepts	(3)
PSY 1	General Psychology	(3)
PSY 2	Psychology of Communication	(2-3)

PSY 12	Child/Human Development	(3)
PSY 52/152	Biological Psychology	(3)
SOC 5	Sociological Perspectives	(3)
SOC 6	Family Relationships and Child Development	(3)
SOC 104	The Family	(3)
SOC 195	Sociology of Religion	(3)
WST 100	Women, Culture, and Society	(3)

G. Contemporary Economics or Politics

BUS 133/133H	Government and Business	(3)
BUS 140	Women's Issues, in Business and Economics	(3)
ECO 2	Macroeconomics	(3)
ECO 195	International Economics	(3)
HIS 178	Diplomatic History of the United States	(3)
HIS 179	Constitutional History of the United States	(3)
HIS 180	Current Constitutional History	(3)
HIS 188	California History	(3)
POL 1	American Government	(3)
POL 108	American Constitutional Law	(3)
POL 109	Individual Rights	(3)
POL 125	Foreign Relations of the U. S.	(3)
POL 131	International Relations	(3)
POL 134	International Organizations-MUN	(3)
POL 135	Selected Problems in International Organizations	(3)
POL 175AB	Selected Topics in the American Political Structure	(3,3)
POL 179	California Politics	(3)
POL 180	State and Local Government	(3)

IV. Foreign Language

Required for B. A. degree only.

FRE 1	Elementary French I (or equivalent)	(4)
FRE 2	Elementary French II (or equivalent)	(4)
FRE 8	Oral Comprehension and Conversation	(3)
FRE 9	Intermediate French Readings	(3)
FRE 25	Writing, Composition and Grammar	(3)
FRE 33AB	French Culture and Civilization	(3)
FRE 112	History and Civilization of France	(3)
SPA 1	Elementary Spanish I (or equivalent)	(4)
SPA 2	Elementary Spanish II (or equivalent)	(4)
SPA 8	Oral Comprehension and Conversation	(3)
SPA 9	Intermediate Spanish Readings	(3)
SPA 25	Writing: Composition and Grammar	(3)
SPA 33A	Civilization and Culture of Spain	(3)
SPA 33B	Civilization and Culture of Hisp America	(3)
SPA 42	History and Civilization of Spain	(3)
SPA 44	Hispanic Civilization and Cultures	(3)
SPA 145	Cultures of the Spanish Speaking Peoples of the Americas	(3)

B.S. degree programs do not require a foreign language because of the additional science courses and/or arts and science courses required by the related departments or outside professional accrediting agencies.

However, all students are strongly encouraged to take a second modern language to enhance their personal and professional communication in our current multilingual society.

V. Philosophy and Religious Studies (minimum 15 units* - must include 3 units of Ethics and 3 units of Philosophical Ideas.)

A. Religious Studies (6-9 units)
Ordinarily courses must be taken in at least two of the following areas:

1. Scripture

RST 11	Introduction to Old Testament	(3)
RST 15	Introduction to New Testament	(3)
RST 90S	Special Studies in Christian Scriptures	(1-3)
RST 190S	Advanced Studies in Christian Scriptures	(1-3)

2. Christian Thought

RST 21	Catholicism	(3)
RST 25/125	Marriage Issues: Catholic Perspectives	(3)
RST 70	Faith and Human Development	(3)
RST 90T	Special Studies in Christian Thought	(1-3)
RST 131	Jesus	(3)
RST 190T	Advanced Studies in Christian Thought	(1-3)
PHI 125	Aquinas	(3)

3. Christian Ethics

RST 41	Introduction to Christian Ethics	(3)
RST 45/145	Contemporary Issues in Christian Ethics	(3)
RST 50	Social Issues in Christian Ethics	(3)
RST 90E	Special Studies in Christian Ethics	(1-3)
RST 49/149	Biomedical Issues in Christian Ethics	(3)
RST 190E	Advanced Studies in Christian Ethics	(1-3)

4. Religion and Religions

RST 61	Introduction to World Religions	(3)
RST 90R/190R	Special Studies in Religions	(3)
PHI 160	Philosophy of Religion	(3)
RST 78/178	Death and Afterlife	(3)
RST 190R	Advanced Studies in Religion(s)	(3)
SOC 195	Sociology of Religion	(3)

The following will be offered for General Studies credit on a course-by-course basis:

RST 90	Special Studies	(1-3)
RST 190	Advanced Studies	(1-3)
RST 191	Seminar	(3)

Please see schedule of classes for details.

B. Philosophy (6-9 units)
At least one course from among those listed under Philosophical Ideas must be taken.

1. Philosophical Ideas

PHI 15	Challenges in Philosophy	(3)
PHI 24/124	Socrates, Plato, Aristotle	(3)
PHI 95	Special Problems	(1-3)
PHI 125	Aquinas	(3)
PHI 126	Descartes to Kant	(3)
PHI 130	Existentialism and Phenomenology	(3)

PHI 134	American Philosophy	(3)
PHI 150	Metaphysics	(3)
PHI 152	Theory of Knowledge	(3)
PHI 158	The Scientific Method	(3)
PHI 160	Philosophy of Religion	(3)
PHI 162	Philosophy & Native Cultures	(3)
PHI 165	Philosophy & Law	(3)
PHI 170	Social and Political Philosophy	(3)
PHI 172	Marxism	(3)
PHI 174	Aesthetics	(3)
PHI 175	Philosophy of Film	(3)
PHI 176	Philosophy in Literature	(3)
PHI 178	Philosophy of Woman	(3)
PHI 179	Women and Values	(3)

2. Ethics

PHI 21	Moral Values	(3)
PHI 92	Business Ethics	(3)
PHI 168A	Contemporary Moral Problems	(3)
PHI 168B	Bioethics	(3)
PHI 179	Women and Values	(3)

3. Other

PHI 5	Logic	(3)
PHI 10	Critical Thinking	(3)
PHI 155	Symbolic Logic	(3)
PHI 158	The Scientific Method	(3)

*Students transferring into the college who will graduate in two years or less will fulfill General Studies V., A and B, by completing two courses in each area, a total of twelve (12) units.

VI. Multicultural (6)

ART 5	Fundamentals of Art	(3)
ART 173	Multiculturalism and the Visual Arts	(3)
BUS 140/140H	Women's Issues in Business and Economics	(3)
BUS 189	International Management	(3)
EDU 150/250	Elementary Instruction: Theory and Practice	(3)
ENG 26	Literature of the American West	(3)
ENG 27	Women in Quest	(3)
ENG 28	Contemporary Issues in World Literature	(3)
ENG 123	Women's Voices in Literature	(3)
ENG 126	The American Experience	(3)
ENG 129	Ethnic Literatures of America	(3)
FRE 9	Intermediate French Readings	(3)
FRE 128	Twentieth Century Literary Trends	(3)
HIS 25	Cultural and Historical Geography	(3)
HIS 153/ POL 152C	Modern India	(3)
HIS 162A	History and Civilization of Latin America: Latin American Civilization	(3)
MUS 6/106	The Fine Arts: Music	(3)
NUR 160	Adaptation Nursing: Childbearing Family	(2.5)
NUR 184	Community Health Nursing II	(1.5)
PHI 15	Challenges in Philosophy	(3)
PHI 21	Moral Values	(3)

PHI 160	Philosophy of Religion	(3)
PHI 162	Philosophy and Native Cultures	(3)
PHI 168A	Contemporary Moral Problems	(3)
PHI 174	Aesthetics	(3)
PHI 175	Philosophy of Film	(3)
PHI 176	Philosophy in Literature	(3)
PHI 178	Philosophy of Woman	(3)
PHI 179	Women and Values	(3)
POL 2	Comparative Government	(3)
POL 152C	Modern India	(3)
POL 192	Plays and Politics	(3)
PSY 113	Child and Adolescent Development and Learning Across Cultures	(3)
PSY 144	Psychology of Prejudice	(3)
RST 61	Introduction to World Religions	(3)
RST 78/178	Death and Afterlife	(3)
SOC 5	Sociological Perspectives	(3)
SOC 125	Comparative Social Structure	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SPA 9	Intermediate Spanish Readings	(3)
SPA 33B	Civilization and Cultures of Hispanic America	(3)
SPA 140	Contemporary Literature of Hispanic America	(3)
SPA 146	Women in Hispanic Literature	(3)

Double Counting Courses

A course must have received a General Studies designation from the Curriculum Committee for the area(s) for which it might be double counted to fulfill General Studies requirements.

The following conditions apply to double counting:

a. A course may not fulfill more than one category in Area III. At most six units of the 21 unit minimum in Area III may be double counted in other General Studies areas.

b. With the exception of Phi 5 and Phi 10, no course from Areas I through IV may double count to satisfy a requirement in Area V.

c. When completing a double major, no more than 9 upper division units may be double counted to satisfy requirements for both majors.

Modern Language Fulfillment Alternative

This requirement may be satisfied by any of the following alternatives:

1. A student who begins a language must complete French 1 and French 2, or Spanish 1 and 2, or their equivalent. For other languages, student must complete the equivalent of the second semester or third quarter.
2. Re-entry students may choose to complete the requirement by taking two courses in either Spanish or French culture (The courses are only offered in Weekend College).
3. Students whose native language is not English may demonstrate academic proficiency in English as a second language by passing the TOEFL examination with scores above 550.

4. Students may take placement exams offered by MSMC's Modern Language Department in Spanish or French to fulfill the requirement. Successful completion will waive the Modern Language Requirement with no credit awarded. The placement exam may not count towards units for graduation.

Graduating With a Double Major

Students who wish to earn a degree with a double major must observe the following requirements:

1. The two majors may be in the same or different degree programs. The student must determine the primary major and satisfy the general studies requirement for the degree of that major. The other major is considered the secondary major.
2. All requirements for both majors must be met, including all upper division work, foreign language, and any additional requirements.
3. The department chairpersons of both major areas must approve the student's completion of the requirements for the major.
4. A second major may be earned in the same academic area, but no more than 9 upper division units may satisfy requirements in both majors.

Second Baccalaureate

In order to receive a second baccalaureate degree, a student must fulfill the following requirements:

1. Completion of a minimum of 24 semester units in residence beyond the requirements for the first baccalaureate degree.
2. Completion of all departmental requirements, including a modern language if necessary, in the area of the major for the second degree.
3. Completion of all other institutional requirements if the first degree has been earned elsewhere.

Graduation With Honors (Baccalaureate Degree)

Summa cum laude shall be granted to a student who has received a cumulative grade point average of 3.85 or higher.

Magna cum laude shall be granted to a student who has received a cumulative grade point average of 3.7 or higher.

Cum laude shall be granted to a student who has received a cumulative grade point average of 3.5 or higher.

The College's criteria for eligibility to graduate with honors will be determined by a student's overall GPA at the end of the term prior to the last term of attendance. To be eligible, the student must have completed 45 letter-graded units at Mount St. Mary's College. The student's grade point average will be calculated on the basis of grades earned at Mount St. Mary's College and grades earned at transfer institutions. Courses at another institution after matriculation are not counted into the cumulative grade point average, with the exception of approved junior year abroad and exchange programs.

The Honors Program

The Honors Program at Mount St. Mary's College is designed to give special challenges to students who have an outstanding high school GPA and SAT scores and/or who maintain a 3.4 or better cumulative college GPA.

The Honors Program enables students to explore in greater depth and breadth various areas of study, with possibilities of completing their college work with alternative modes and approaches to learning. Students may select among courses specially designed for the Honors Program, honors sections of regularly offered courses, and courses or course components designed by contract with an instructor. All honors courses are designated with an H following the course number.

Honors students may take as many honors courses as they choose. An honors certificate is awarded at graduation to students who have completed a minimum of 18 units of honors work, including at least two regularly scheduled honors courses, and representing at least three disciplines. Included in the 18 units of honors work required for the certificate is a senior thesis which is a major research project of the student's choosing, involving at least two disciplines. The thesis work is supervised by two faculty sponsors. Presentation of the senior thesis is open to the college community.

Special Academic Services

Academic Advisement Center and Services

The Chalon campus advisement program is coordinated through the Academic Advisement Center. All students are assigned a Faculty Advisor with whom they plan their academic programs. The advisor assists in clarifying the requirements in the general studies program and major department. Students meet with their advisor at least once each semester to register for classes. Entering students meet with a Faculty Advisor, are advised and registered at Pre-Orientation sessions for their first semester at the Mount. Pre-Orientation sessions are held on various dates over the summer months and include placement testing for all new freshmen and transfers. Out-of-area students are advised by the Advisement Center using mail, e-mail, phone and/or fax to complete the process. Information regarding Pre-Orientation is sent to new students after tuition deposits have been made. Students entering in the Spring semester should contact the Advisement Center for registration and placement testing information.

To further serve the student's advisement needs, the Academic Advisement Center functions as a drop-in office for on-going guidance and referral services. Help in understanding and following college policies is always available. The staff, along with student assistants, provides information on many aspects of college life and can clarify many academic procedures.

Although the individual faculty advisors and the Advisement Center staff make every effort to provide advisement for the student, it is ultimately the student's responsibility to see that all procedures are followed and requirements fulfilled.

Study Away

As a traditional liberal arts college, Mount St. Mary's recognizes the value of the study away experience. Students who participate are given the opportunity to gain knowledge and cultural awareness as an integral part of their liberal arts education. The Mount allows qualified students to participate in three approved programs. These programs are the Washington Internship Semester, Study Abroad, and the Sisters of St. Joseph College Consortium Exchange. Each program provides students with unique and valuable experiences at other institutions while earning Mount credit.

Qualified students may enroll in one of these programs for one semester in their junior year. The minimum GPA requirement to participate is a cumulative 3.0. Students may pick up applications and course information in the Advisement Center. There are deadlines to file applications, and a Transfer of Credit form must also be completed. All students who study away must obtain approval from the Chalon Advisement Center. Finally, students who participate in one of these programs must attend an orientation session prior to enrolling.

Mount St. Mary's College will fund students for one semester of study away. Students must complete the appropriate academic year Free Application for Federal Student Aid (FAFSA) and have the information sent to Mount St. Mary's College as well as the Aid Renewal Request Form. Study Away students must follow the same deadlines as students not participating in the program. Students must provide the Office of Student Financing with a breakdown of costs for their semester. They will be reviewed as a "resident" student and their cost of housing will be taken into consideration during the analysis of their file. Study Away students do not qualify for Federal Work Study or Mount Work funds while away, but may be awarded work moneys when they return to campus. If a student receives any type of outside award, including a scholarship or stipend from their Study Away program, they must report it to the Office of Student Financing so it can be considered in the evaluation of their aid. Any questions regarding funding of Study Away programs should be directed to the Office of Student Financing.

The GPA earned by a student on these programs is included in determining the student's overall GPA for the conferral of honors at graduation. Each program may have additional requirements, please consult the Advisement Center for more information.

Washington Semester

Mount St. Mary's College is affiliated with the American University in Washington, DC, so that Mount students can spend a semester in the nation's capitol and pursue study in one of ten areas: Economic Policy, Foreign Policy, International Business and Trade, International Environment and Development, Journalism, Justice, Museum Studies and the Arts, National Government, Peace and Conflict Resolution, Public Law and Transforming Communities. To participate in the program students must be nominated by a full-time faculty member in their major department.

Since a major portion of a Washington semester consists of internship experience, students who study in Washington are not normally permitted to enroll in additional internship units.

Study Abroad

Mount St. Mary's College offers students the opportunity to study abroad with the American Institute for Foreign Study (AIFS). AIFS has programs in the following countries: Argentina, Australia, Austria, Czech Republic, England, France, Holland, Ireland, Italy, Japan, Russia, South Africa, and Spain. Most countries provide students with intensive language classes and each has specific requirements regarding language fluency.

There are a variety of courses offered on this program. Most courses are in the humanities and social science areas. Biology, Biochemistry, and Chemistry majors will find an assortment of science and math courses offered in London, England. England also offers a variety of internships for qualified students.

Sister of St. Joseph College Consortium Exchange

Mount St. Mary's College is one of twelve Sisters of St. Joseph colleges. The consortium agreement allows students from the Mount to attend any of the other schools for one semester. The member schools are: Aquinas Junior College at Milton (MA), Avila College (MO), Chestnut Hill College (PA), Elms College (MA), Fontbonne College (MO), Mater Dei College (NY), Nazareth College (NY), Regis College (MA), The College of St. Catherine (MN), The College of St. Joseph (VT), and The College of Saint Rose (NY).

The SSJCC Student Exchange Program allows students to take advantage of the rich learning experience of being with students from a different part of the country on a campus with unique academic resources. Each school offers students an enriching learning opportunity as well as increased exposure to faculty specialists and curricula.

UCLA Cross-Registration Agreement

Mount St. Mary's College has a Cross-Registration agreement with the University of California at Los Angeles (UCLA), the purpose of which is to supplement and enrich the MSMC academic program and to provide an opportunity for UCLA students to take Mount courses. Full-time Mount baccalaureate students who have sophomore, junior, or senior standing and a cumulative grade point average of 3.2 or better may, with the permission of the college Registrar, may take one undergraduate course at UCLA per semester, but no more than four courses toward the degree. No more than two such courses will count toward the MSMC residency requirement; courses taken at UCLA must not be among those available at MSMC. Courses taken at UCLA under this arrangement will be included in the student's load at the college, and except for specific course laboratory or studio fees, no additional tuition or fees will be charged. Transportation to such courses and parking fees are the responsibility of the student enrolled. For information and procedures, consult the Office of the Registrar on the Chalon campus.

University of Judaism Cross-Registration Agreement

Mount St. Mary's College has a Cross-Registration agreement with the University of Judaism, the purpose of which is to supplement and enrich the MSMC academic program and to provide an opportunity for U of J students to take Mount courses. The following conditions and requirements must be met:

- The student must meet all prerequisites/criteria required for courses.
- No visiting student may displace a student from the registration of a course at the student's home institution.
- The student is responsible for obtaining all appropriate signatures and returning the completed form to the student's home institution.
- The student is responsible for meeting all registration deadlines, regulations, and penalties of MSMC.

A student who wishes to withdraw from a course(s) must notify the Registrar at both MSMC and U of J. Students who do not formally withdraw will receive a grade of U or F.

Student Affairs

Mount St. Mary's College provides students with programs and experiences conducive to personal, cultural, ethical, social, physical, spiritual, and intellectual growth. Student initiative and responsibility are encouraged in an atmosphere of close interrelation among students, faculty, administration and staff.

Campus Ministry

Campus Ministry Office seeks to develop and sustain awareness of the spiritual dimension of life which is at the heart of the college's mission, assisting students, faculty, and staff to grow spiritually in accordance with their own religious traditions. Catholic in our roots and vision, we welcome the opportunity to be of service to persons of every religious persuasion or none at all, and commit ourselves to respect for the freedom of each person's conscience and unique path.

The Campus Ministry team consists of a director, program coordinator, student coordinators and office staff. Together, they are responsible for a number of areas: Liturgy (including Sunday Mass, reconciliation services and other prayer services); the Rite of Christian Initiation for Adults (for those who wish to become Catholic); preparation for Confirmation, Eucharist and other sacraments; Bible Study and other educational efforts; retreats; campus festivities and observances (such as Hanukkah night, Advent dinners, Holocaust Remembrance Week); and community service opportunities, including action for social justice. Individual counseling and conversations are also available to any member of the campus community.

Career Center

The Career Center provides the opportunity for students to find the major and career best suited for them by learning how to identify their unique skills, interests, values and personality traits, and how to research the world of work. Students are encouraged to enroll in the one unit Career Planning course (required for business majors) offered in the fall semester or the Career Exploration course (for undeclared or major changers) offered during the spring semester.

The Career Center includes a career library with over 400 books on interviewing, resume writing, major and career options and job search. More then 200 graduate school catalogs and information on preparing for various graduate and professional entrance examinations can also be found in the library. Off-campus full-time and part-time job listings, the "Volunteer Works" Internship database with over 300 internship listings, and "Choices," a computerized career planning tool can be found in the Career Center. Students can also access the FANS (Friends and Alumnae Networking System) database to speak with Mount alumnae in various careers.

A variety of events are offered by the Career Center. Annual events include an etiquette dinner, a career/volunteer fair, a major fair, and a faculty panel addressing graduate studies. Alumnae Career panels, focusing on different majors and occupations, are held throughout the school year. The Center also sponsors trips to various off-campus career fairs as well as professional and graduate school information sessions, and other career-related conferences and workshops.

The Director of Career Planning and the Career Center staff are available for individual counseling appointments to assist students with skills assessment, resume writing, interviewing techniques, and information regarding graduate studies. Staff also help students to research information on career positions and internship options. The Career Center staff foster on-going relationships with a variety of organizations and corporations in order to develop internship and employment opportunities for students.

Center for Urban Partnership

The Center for Urban Partnership (CUP) serves as a MSMC resource, clearinghouse, and organizing center for civic and community based education. CUP exists to offer off campus learning experiences at community organizations that promote human and community development. CUP staff work closely with service-learning faculty and students, Career Development staff and the Women's Leadership program to promote healthy, socially just communities in L.A. The goal of CUP is to empower students to become life-long committed advocates for social justice in our world. Through the Urban Intern program students are able to learn the skills in becoming empowered leaders. This project is funded by the W.K. Kellogg Foundation and the Henry Luce Foundation.

Counseling and Psychological Services

MSMC recognizes that emotional health and personal growth are essential components of a successful academic experience. We provide referrals to community resources, outreach to the MSMC campus through psycho-educational programs and brief counseling. In counseling, students discuss concerns, identify options, and learn new problem-solving skills in a supportive environment. Some of the issues we address include depression, anxiety, academic concerns, family and relationship problems, eating disorders, dating violence, and self-esteem difficulties. Most of our counseling is short-term usually twelve sessions or less per academic year. At Chalon, counseling services are available to full-time undergraduates and graduate students in the Physical Therapy program. At Doheny, students enrolled in the Associate in Arts program and the Associate Degree in Nursing program on a full-time basis are eligible. Partners and family members can participate in treatment when family or couples therapy is recommended.

Counselors are legally and ethically required to protect student confidentiality. No information about student clients is shared with family members, the faculty, college administrators, or anyone else without written permission. The only exception to this policy is when limited disclosure is required by law to protect the student or another individual from harm. We are staffed by psychologists and advanced doctoral level interns.

Fitness Education

Mount St. Mary's College is committed to graduating well-balanced women with a strong sense of self and physical well being. The Fitness Education Department offers two programs that compliment the academic program: the physical education courses offered for academic credit, and a wellness and fitness program, including nutrition. The two programs together provide students with the opportunity to attain, improve and/or maintain their physical fitness, attend informative workshops on wellness and fitness, participate in recreational activities on or off the campus, and participate in intramural volleyball, basketball, and tennis programs. Facilities include a pool, fitness center equipped with cardiovascular and weight training equipment, and a tennis-basketball-volleyball court.

Institute For Student Academic Enrichment (ISAE)

ISAE is a federally funded Student Support Services/TRIO program designed to assist first-generation, low-income and/or disabled students in achieving their maximum potential in higher education. ISAE provides eligible students academic advisement, peer tutoring and mentoring, career and personal counseling, financial aid information, workshops and leadership and cultural enrichment opportunities. ISAE is located in the Chalon Learning Center.

Learning Assistance Programs / Learning Center

In order to enable each student to achieve maximum benefit from the academic programs at the college, Learning Assistance Programs offers a variety of academic support services for all MSMC students. Services include peer tutoring in all subject areas, workshops in study and organizational skills, structured study groups, writing skill development and consultation, and books and computer tutorials to assist in developing skills and for preparation for standardized graduate examinations. Learning Assistance Programs is located in the Chalon Learning Center, Humanities Bldg. Rm. 207.

Orientation

The Orientation Program is designed to assist entering students with their transition to Mount St. Mary's College and to enhance their success at college. Typically scheduled for the weekend before classes begin, fall orientation provides students with opportunities to become more familiar with college services, policies and procedures.

Orientation includes an introduction to both the academic and student life aspects of the college and provides for the interaction of new students with faculty, staff, and continuing students. Special meetings for commuter, international, re-entry, and transfer students are a part of the program. Separate activities for parents are included. During the weekend, placement testing, advisement, and course registration are available. Social activities such as an Associated Student Body (ASB) Coffee House, and an all-college barbecue will complement the weekend experience. Students entering for the spring semester are provided a one day orientation program.

A one unit class, Introduction to College Studies, is taught in the fall and is required for students entering with 24 units or less.

Re-Entry Program

Adult learners or re-entry students are 25 years or older and have had a significant break in their education or are just beginning their studies. Adult learners are married or single, with or without children and may be working full-time while attending school. The M.A.S.T. (Mentoring Adult Students Together) Club has been designed to provide social and academic support to the adult learner. The club advisor and members of M.A.S.T. also offer a new student orientation program at the beginning of the fall semester. In addition, the M.A.S.T. advisor is available to meet with adult learners to provide personal, on-going support throughout the year. For more information about M.A.S.T., visit the Career Center.

Residence Life

Primary emphasis in the residence halls is on a close interrelationship of full time students and staff to create a social situation which fosters the formation of personal values and integrity. On-campus living affords increased opportunities to develop personal relationships and to participate in the many enriching programs which Mount St. Mary's College offers. Student residence life is largely self-regulated, under the direction of the Residence Life Staff which is composed of resident assistants, and professional staff.

The residence staff gives much time and attention to assigning rooms and roommates. They make every effort to provide a living/learning environment which will allow the student both privacy and the freedom to develop relationships conducive to social and educational growth.

An off-campus housing referral listing is available through the Student Activities and Commuter Services Office.

Scholar Mentor Program

President's Scholars and Dean's List students and others recommended by their professor, may participate in the Scholar Mentor Program. Through this program students are trained as peer tutors and provide tutoring to other Mount student in a variety of subjects. Scholar Mentors may receive academic credit by enrolling in the Scholar Mentor Seminar (SPR 25). In addition, they may earn a bookstore stipend for training and tutoring hours.

Short Term Loans

The First Interstate Bank Emergency Loan ($150 maximum) is a short term loan available to Mount students each semester. For information on this loan, contact the Student Affairs Office.

Student Activities and Commuter Services

The Office of Student Activities and Commuter Services coordinates numerous co-curricular events, programs and activities on campus. SACS provides students of Mount St. Mary's College involvement opportunities through participation in numerous student clubs, student government, and other leadership opportunities.

Commuter students are an active and vital part of the Mount St. Mary's College community. We are dedicated to meeting the needs of commuter students by providing various programs and services. These services include off-campus housing referrals, lockers, a carpool program, social events, and a commuter lounge.

The Associated Student Body is also housed in the SACS Office. The ASB is comprised of an Executive Board, the Senate, and the Student Activities Council. The Senate provides students with the opportunity to participate in various college committees and to play an important role in the College's decision process. The Student Activities Council sponsors many campus wide events, including dances, the Christmas Social, Spring Formal, Multicultural Night-Spring Sing, and Family Day.

Student Ambassador Program

The Student Ambassador Program is one of MSMC's partnership programs designed to motivate inner-city high school students to complete high school and aspire to a college education. The ambassadors help high school students understand what skills they need to acquire and what courses to take to qualify for college admission, and assist them with identifying appropriate colleges to which they can apply, completing admissions applications and researching financial aid. The program provides leadership and service opportunities to Mount Students by engaging them in outreach in the Los Angeles area. Currently, ambassadors serve in 40 high schools, 5 middle schools, and several Los Angeles City housing developments. By helping these high school students to plan for college, improve study skills and envision satisfying and rewarding careers, Mount students are able to give back to the community while developing their own counseling and time-management skills. The Student Ambassador Program continues a long-standing Mount tradition of service to the local and world community.

Student Health Services

The Mount St. Mary's College Student Health Services Department offers a broad range of services to both resident and commuter students. These services include diagnosis and treatment of illness and minor injuries, physical examinations, health teaching, and laboratory testing. The Health Clinic on the Chalon campus is staffed by physicians, nurse practitioners, nurses, and specially trained students.

Emphasis is placed on preventive medicine and on positive health practices which will become a part of each student's lifestyle. Programs designed to assist students in developing values and skills related to achieving a high level of health are presented each semester.

Incoming Freshman and transfer students, both resident and commuters, must submit a current health history and physical examination prior to entrance. Proof of current immunizations and TB skin testing are also required for admission. Additional health requirements exist for students enrolled in programs with clinical affiliations.

Chalon students are eligible to use the student Health Clinic on the Chalon campus. Appointments may be made with physicians or nurses throughout the week. There is no cost to student for provider visits, however, supplemental fees for laboratory testing and medications may be assessed. Referrals for specialty services and emergency services will be made through the Chalon Health Clinic.

All Full-time students are required to carry Health and Accident Insurance. Please see expense listings at the beginning of this catalog for additional information regarding health insurance available through Mount St. Mary's College.

Women's Leadership Program

The Women's Leadership Program is designed to provide all students with opportunities to develop their leadership potential. The Program offers resources, workshops, conferences, seminars and internships which enable students to study leadership theory and put the theory into practice. The curriculum is designed to explore the different contexts of leadership (i.e. self, team, professional, community and civic) with a special emphasis on making a difference that will benefit the common good.

Students may also create a Leadership Portfolio, which tracks the development of their leadership skills as well as provides evidence of their leadership potential to prospective employers or gradate school programs. In addition, students may participate in a mentoring and peer- advising program.

Advanced students plan and implement their own leadership projects on campus and in the community.

For course offerings in Leadership please see the Leadership and Women Studies Minor under the Courses of Instruction section of this catalogue.

Graduate Degree Programs

The liberal arts tradition and the Catholic nature of the college give direction to Mount St. Mary's College graduate division. Graduate programs flow from the college mission statement and presuppose the components of a liberal arts education (Catalog, P. 6), as is evident in the following objectives, developed by the Graduate Council for the teaching and preparation of students at the graduate level.

Women and men at the graduate level are prepared as leaders for society and are given the means as well as the confidence to:

a. create and contribute to a society in which respect for individuals permeates all professional structures and personal interactions;

b. assist those with whom they work to recognize and use their own talents, skills, and resources;

c. envision and facilitate personal responsibility for the direction of society as it grows toward a greater global interaction, culturally, socially, and politically;

d. expand one's own knowledge of and contribution to a field through the tools of research and academic development.

Each graduate program, in ways appropriate to the preparation for a particular profession, strives to attain these objectives by:

a. individualized and personal advisement;

b. careful curriculum planning and scheduling;

c. selection of competent, caring faculty who are well prepared in their fields and sensitive to the needs of the adult student population;

d. challenging students to investigate a wide range of related resources beyond those presented in classes;

e. providing a welcoming environment that suggests harmony, peace and concern for the well-being of all persons.

Programs in the graduate division include both the disciplinary and the professional masters degrees. Degree nomenclature appropriately reflects the type of degree.

The Master of Arts in Religious Studies with Certificate Programs in:

Advanced Religious Studies
Hispanic Pastoral Ministry
Pastoral Care/Counseling
Youth and Young Adult Ministry

(See Graduate Religious Studies section.)

The Master of Science in Education with concentrations in:

Administrative Services
Special Education: Mild/Moderate Disabilities
Individually Designed Program

Master of Science in Education in conjunction with the Multiple or Single Subject Credential with a CLAD or BCLAD emphasis

CLAD Emphasis Teaching Credential
BCLAD Emphasis Credential
CLAD Certificate

(See Graduate Education section.)

The Master of Science in Counseling Psychology with concentrations in:

Marriage, Family and Child Counseling
Human Services and Personnel Counseling

(See Graduate Psychology section.)

The Master of Physical Therapy

The Master of Physical Therapy (M.P.T.) degree entry level program is 27 months in length and requires full-time study throughout the program. The curriculum is an integrated design which provides early clinical experiences to foster maximum development of the student's clinical reasoning skills.

(See Physical Therapy section.)

Admission Policies

A student who holds a bachelor's degree from an accredited college or university, is eligible to apply for admission. The student's previous academic record must give evidence of the ability and the preparation necessary for successfully pursuing graduate study. The Admission decision will be based on an evaluation of the applicant's potential for success in the profession.

Application

Application procedures must be completed before or during the first semester of enrollment. (For application procedures for Master of Physical Therapy admission see p. 223). The applicant forwards the following, where applicable, to:

The Graduate Division
Mount St. Mary's College
10 Chester Place
Los Angeles, CA 90007-2598

1. Application and application fee.
2. One official transcript of all previous college work, both undergraduate and graduate, sent directly from each institution to the Graduate Office. These records should show, for upper division work, a minimum GPA of 3.0 for applicants to the Master of Arts in Religious Studies, and Master of Science in Education, and 2.75 for applicants to Master of Science in Psychology programs.
3. Two letters of recommendation from persons who have had ample opportunity to judge the applicant's academic ability, achievement and professional potential.
    a) For applicants for the M. A. in Religious Studies: Potential for graduate study in theology and potential in counseling or religious leadership in parish or school; or ministry in the Hispanic community.
    b) For applicants for the M. S. in Education: Appropriate professional potential in education, counseling, administration, or teaching in special education.
    c) For applicants for the M.S. in Counseling Psychology: Appropriate professional potential as a counseling psychologist.
4. Statement of interest.
5. Results of the Miller Analogies Test or Graduate Record Exam (Psychology department).
6. An Admission interview with graduate faculty.
7. One copy of all teaching credential held. (For all programs in education.)
8. Results of the California Basic Educational Skills Test (for applicants for the M.S. in Education who are also applying for a credential).
9. Tuberculosis (TB) clearance (for applicants for the M.S. in Education who are also applying for a teaching credential).
10. Entrance Affidavit required for credential program (Education department).

International Students must:

11. Submit results of the TOEFL test with required minimum score of 550.
12. Have their transcripts sent to a credential evaluation service for equivalency evaluation. (Special application forms are provided.)
13. Submit a notarized statement guaranteeing financial support during the period of study at Mount St. Mary's College.
14. Submit a medical certificate.

May obtain further details published in "Information for Prospective Graduate Students From Other Countries," included with the application forms.

Admission and Acceptance

Upon final approval by the Director of Graduate Programs, an applicant is admitted into a graduate department.

An applicant may complete 6 units in one semester at MSMC while applying for admission to a Graduate Program in the areas of Education and Psychology. Under certain circumstances a student may petition to complete an additional 3 units prior to the acceptance to any of these programs. For Religious Studies requirements see Graduate Religious Studies. No more than nine units taken at Mount St. Mary's College before acceptance into a program may be applied to the degree program.

After all requirements for admission have been fulfilled, an official departmental acceptance notice is sent directly to the applicant. Acceptance is determined by the action of the Director of Graduate Programs and the Departmental Advisor or when appropriate, the Graduate Council.

In the event that the applicant's undergraduate record does not include all of the required courses or a satisfactory grade point average, supplementary undergraduate work may be required to fulfill the prerequisites of the major department.

After official acceptance into a graduate degree program, masters degree students may apply for financial aid from the Financial Aid Office of Mount St. Mary's College.

Academic Policies

Academic Policies Graduate Division

Residence and Time Limit

The degree must be earned within seven years after the first graduate level course is posted on the transcript. Note: courses applicable to credentials are subject to California Commission of Teacher Credentialing limitations.

A graduate student who is eligible but who chooses not to enroll continuously may petition for a leave of absence for a specified period of time (no more than three consecutive semesters). At the end of the period of leave the student may enroll without filing an application for re-admission. After a lapse of time extending beyond the leave, the student will follow the same procedures as those for new applicants.

Thesis or Project Completion

If a student, after one semester enrollment in EDU 296 , PSY 295 or 296 or RST 290, has not completed the project or thesis, the student will be required to enroll in a one unit (C/NC) thesis project continuation course (EDU 297 A,B,C; PSY297 A,B,C or RST 297A,B,C) for the subsequent semesters excluding the summer session, until the thesis/project is completed. Once all three courses are completed, no other options for completing the masters degree are available.

Unit Load

The number of semester units of work taken in the respective semesters or summer sessions is determined in consultation with departmental advisors. The number of semester units for a full time load is six (6) semester units, with the exception of Physical Therapy which requires sixteen and a half (16 1/2) semester units.

Student Responsibility

Students are held individually responsible for information contained in the College catalog. Failure to read and understand these policies and regulations will not excuse students from their observance. In addition they are responsible for the information contained in the official Class Schedules and other data sent from the Graduate Office. College catalogs are available in the Graduate Office, and students are advised to obtain and keep their catalogs.

Graduation

Application for Graduation: Candidates for the Masters degree file a formal degree application and pay the required fee at the beginning of their final semester. The specific date for this application is published in the current Graduate College calendar.

It is the responsibility of the student to apply for graduation. Forms are available in the Doheny Registrar's Office and include the application. The application must be signed by the advisor. The graduation fee is required, in order for the degree to be awarded, regardless of attendance at the graduation ceremonies. The candidate should check with the advisor to see if all requirements have been met.

Education Credential candidates are responsible for submitting Credential applications to MSMC Department of Education for processing.

Graduation Exercises: Candidates receiving degrees are invited to participate in the Graduation Exercises. In order to participate in commencement exercises students must be registered for all courses needed to complete degree and college requirements. These ceremonies are held each year at the end of the spring semester. All graduates who have completed their programs since the previous spring are included in the exercises of Hooding and Commencement.

Readmission of Students Who Have Already Completed a Graduate Degree

Graduates who wish to enroll for another credential or degree will follow the same procedure as new applicants. New recommendations and other records may be required, depending upon changed circumstances. An application fee is not charged unless a period of five or more years has elapsed since the completion of the previous program.

Non Degree-Seeking Graduate Students (Unclassified Status)

Students who hold bachelors degrees from accredited colleges or universities are eligible to take courses for unit credit at the college without the intention of pursuing a graduate degree or credential. They may take either undergraduate courses in subjects of special interest or graduate courses for which they are qualified.

Students complete registration forms, complete an application form, and may be required to provide evidence of possessing a baccalaureate degree at the time of registration. Their registration is approved by the departmental advisor. They are expected to observe the prevailing standards of scholarship and attendance.

If, after taking courses at the college, a student should become an applicant for a degree, a limited number of graduate credit courses (no more than nine units) may be applied to the individual degree program, after the student has been admitted to the Graduate Division. These courses must satisfy the requirements of the program and meet the approval of the program advisor and the Graduate Dean.

Course Numbers

Although all of the work counted toward the masters degree is of a distinctly advanced character, not all of the courses need be taken from the 200-level. With the approval of the graduate advisor in the major field, upper division courses suitable for a well rounded program may be included, provided that the student earns at least a grade of "B". A maximum of upper division units that may be included are nine semester units for the Master of Science in Education degree.

Grading Policies

Grades

The grade point average for all work presented for an advanced degree or credential must be at least 3.0 or B average. A required course in which a grade of D or F has been received must be repeated. See specific program requirements for exceptions The student's grade point average is computed according to this scale:

A	4.0
A-	3.7
B +	3.3
B	3.0
B-	2.7
C +	2.3
C	2.0
C-	1.7
D	1.0
F	0.0

The following grades are not computed in the GPA:

AU	audit
CR	credit given (see below)
I	incomplete (see below)
IP	in progress: deferred grading for graduate thesis or field experience
NC	no credit given (see below)
NG	no grade received, issued by the Registrar pending receipt of the final grade
R	course was repeated at later date
U	unauthorized withdrawal
W	Withdrawn

Credit/No Credit

CR/NC ordinarily applies only to the Supervised Field Experience in graduate programs. For field experience and supervised teaching offered by the Education, Counseling Psychology, and Physical Therapy Departments, CR signifies "B" or better work.

Incomplete

An Incomplete is given only when a student:

1. has fulfilled the majority of the course requirements;
2. has a passing grade in the classwork;
3. is prevented from completing the assigned work for serious reasons;
4. has consulted the instructor prior to the grading period;
5. has been assessed by the instructor that he/she can realistically complete the work within one semester.

A student requesting an incomplete must file a petition for incomplete with the signature of the instructor and the department chairperson prior to the day of the final exam. The instructor will assign a default grade when approving an incomplete. This default grade will be recorded on the student's transcript when a completed grade is not assigned by the instructor and/or an extension of the incomplete is not processed. An incomplete may only be extended for one additional semester with the approval of the instructor, the department chairperson, and the appropriate academic dean. (Students may not be given more than two semesters to complete any course.)

In Progress (IP)

When an In Progress (IP) is given in the Masters Seminar or final project, the candidate shall have one semester after the time of registration for the course within which to complete the course or project.

Repetition of courses with C-/D/F/NC grades

Only courses for which unacceptable grades specified by the different programs were assigned may be repeated for a higher grade or CR. Courses may only be repeated once. In cases of repeated courses, the units are counted once and the higher grade computed in the GPA. Required courses for which unacceptable grades are assigned must be repeated, if the student is eligible to remain in the program.

Transfer of Credit

A maximum of six semester units of graduate work taken in an accredited graduate program is transferable to Mount St. Mary's College, provided that:

1. the transfer courses satisfy curriculum requirements at Mount St. Mary's College and a grade of "B" or better was earned;

2. the courses are transferred after the student has been accepted into the program and prior to the last semester of graduate study; transfer credit forms are available in the Graduate Office;
3. correspondence and extension courses are not transferable;
4. courses must have been taken within seven years of the date on which the student was accepted in a Mount St. Mary's College graduate program.

Once admitted to a graduate program students are expected to pursue study only at Mount St. Mary's College. (For credential students, the Ryan Act requires residency in one college program.)

Unauthorized Withdrawal

The designation of Unauthorized Withdrawal, "U" may, at the discretion of the instructor, be assigned in lieu of a grade of "F", when the does not attend a course but fails to officially withdraw, or does not attend a sufficient number of class meetings.

Withdrawal From Courses

The grade "W" indicates withdrawal from a course, according to the following policy:

Withdrawal (W) indicates that the student was permitted to withdraw from a class during the period scheduled on the college calendar with the approval of the instructor and advisor. After the scheduled date, petition to the Graduate Dean is required. The "W" carries no connotation of quality of student performance and is not calculated in the grade point average.

Withdrawal from Programs

When students withdraw from a graduate program they must file a withdrawal notice in the Graduate Office.

Academic Probation

Failure of a graduate degree or credential student to maintain a 3.0 GPA (2.50 for Master of Physical Therapy students) places the student on probation. The student will be notified in writing from the Office of the Dean regarding the probation. A student on probation must achieve a GPA of 3.0 or higher (except for MPT students) during the next two semesters in order to be reinstated to regular standing and may be required to take fewer units of work while on probation. See individual departments for specific probation policies.

Academic Dismissal

A student is subject to dismissal for failure to maintain a 3.0 GPA (2.50 for Master of Physical Therapy students) during the probationary period. The Director of Graduate Programs and/or the Graduate Council has the authority to dismiss students and to suspend dismissal.

Academic Petitions

A petition may be submitted to cover certain exceptions to stated policies. A petition may not be retroactive, but must be submitted before the exception is to be considered.

Grievance Procedure

Copies of Mount St. Mary's College Graduate Student Bill of Rights and Grievance Procedure are available upon request at the Graduate Office.

The Graduate Council

The Graduate Council is an advisory body, composed of the graduate program directors and the director of the Graduate Programs, whose function is to recommend modifications or changes in graduate policy to the Provost. The main objectives of the Graduate Council are to promote excellence in research and scholarship beyond the undergraduate level and to strengthen existing graduate programs. Among their concerns are admission standards, degree requirements, faculty appointments, and program review and approval.

COURSES OF INSTRUCTION

Designation of Credits and Courses

Courses numbered 1-99 are lower division courses, generally taken by freshmen and sophomores; those numbered 100-199 are upper division courses, generally taken by juniors and seniors, or majors. In order to enroll in any upper division course a student must first successfully complete English 1A and 1B, or English 5H. Lower division courses marked with an * may be taken for upper division credit with the permission of the instructor and appropriate adjustment in course requirements. Credit for courses whose course numbers include the letter X may not be applied to the baccalaureate degree.

Courses numbered 200-299 are graduate level; those numbered 300-399 are professional courses and those between 340-349 are professional credit courses which may be submitted for equivalency evaluation to be applied to a credential or masters program.

Courses listed as upper division/graduate (100/200) may be taken for either.

Courses approved for fulfillment of the General Studies Curriculum requirements are identified after the course description in each department:

GS-IA	Written Communication Skills
GS-IB	Oral Communication Skills
GS-II	Critical Thinking
GS-IIIA	Art or Music
GS-IIIB	Literature
GS-IIIC	History
GS-IIID	Natural and Physical Sciences
GS-IIIE	Mathematics
GS-IIIF	Social and Behavioral Sciences
GS-IIIG	Contemporary Economics or Politics
GS-IV	Foreign Language
GS-VA1	Religious Studies: Scripture
GS-VA2	Religious Studies: Christian Thought
GS-VA3	Religious Studies: Christian Ethics
GS-VA4	Religious Studies: Religion and Religions
GS-VB1	Philosophy: Philosophical Ideas
GS-VB2	Philosophy: Ethics
GS-VB3	Philosophy: Other
GS-VI	Multicultural Perspectives

After the last day to add a course as published in the schedule of classes, no changes may be made respective to the level of study.

The college also offers workshops, seminars, and classes for CEU's (Continuing Educational Units). All records of study and transcripts will be processed through the National Registry for Continuing Education with the American College Testing program.

American Studies

Departmental Affiliation: English

What is distinctive about American culture? What are the developing trends in American society, in public policy, in consumer-behavior? What values do Americans treasure? The major in American Studies provides opportunity to focus on the influences of the past and present which affect American character, experience, and institutions.

This major, comprising courses from several disciplines, especially History, English, Political Science, Sociology, Business, and Art, is particularly valuable to students considering careers in government service, business, finance, management, politics, writing, teaching, and law. Double majors that combine American Studies with English, History, or Political Science are possible and encouraged.

The principal criterion for determining whether a course is applicable to an American Studies major is that it gives insight into American thought and culture: the nation's history, social structure, politics, commerce, all that comprises "The American Experience," including its reflection in literature, art, and music.

Many regularly offered courses clearly fulfill this requirement and are listed as Interdisciplinary Electives in the following sections. Other courses that a department may occasionally offer will also apply, with approval of the American Studies Program Director.

Interdisciplinary Requirements:

A minimum of thirty-six units in American Studies is required. To ensure a wide exploration of the American Experience, at least three upper division courses must be taken in the humanities (literature, philosophy, art) and three in the social sciences (history, political science, sociology, economics).

Business

BUS 4	Business Foundations & Analysis	(3,3)
BUS 92/PHI 92	Intro to Business Ethics	(3)
BUS 133	Money, Politics and Business	(3)
BUS 140	Women's Issues in Business & Economics	(3)
BUS 160	Principles of Marketing	(3)
BUS 161	Principles of Advertising	(3)
BUS 169	Issues of Corporate Responsibility	(3)
BUS 178	Women at Work: Multicultural Management-Legal Issues	(3)
BUS 185	Principles of Management	(3)

English

ENG 26	Literature of the American West	(3)
ENG 108	The News Media	(3)
ENG 126	The American Experience	(3)
ENG 129	Ethnic Literatures of America	(3)
ENG 145	American Literature: Beginnings to 1914	(3)
ENG 146	American Literature: 1914 to Present	(3)
ENG 164	American Drama	(3)

History

HIS 171	The United States from Colony to Republic, 1607-1800	(3)
HIS 173	The United States in the 19th Century	(3)
HIS 175	The United States in the 20th Century	(3)
HIS 178	Diplomatic History of the U. S.	(3)
HIS 179	Constitutional History of the U. S.	(3)
HIS 180	Current Constitutional History	(3)
HIS 181	Modern Presidential History	(3)
HIS 185A	African American History: American Slavery, 1619-1865	(3)
HIS 185B	African American History: Emancipation to the Modern Era	(3)
HIS 185C/ 185CH	Race and Racism in American Life and Thought	(3)
HIS 186/186H	Gender in American Life and Thought	(3)
HIS 188	California History	(3)
HIS 190	Major Issues in United States Women's History	(3)

Philosophy

PHI 92	Introduction to Business Ethics	(3)
PHI 134	American Philosophy	(3)
PHI 162	Philosophy and Native Cultures	
PHI 165	Philosophy and Law	(3)
PHI 168A	Contemporary Moral Problems	(3)
PHI 168B	Bioethics	(3)
PHI 170	Social and Political Philosophy	(3)
PHI 174	Aesthetics	(3)
PHI 175	Philosophy of Film	(3)
PHI 179	Women and Values	(3)

Political Science

POL 1	American Government & Institutions	(3)
POL 5	Business Law	(3)
POL 108	American Constitutional Law	(3)
POL 109	Individual Rights	(3)
POL 116	Democracy and Democratic Theory	(3)
POL 125	Foreign Relations of the U. S.	(3)
POL 170	American Party Politics	(3)
POL 171H	Presidents and Personalities	(3)
POL 175AB	Selected Topics in the American Political Structure	(3,3)
POL 176	Public Policy	(3)
POL 178	Sacramento Legislative Seminar	(1)
POL 189	California Politics	(3)
POL 180	State and Local Government	(3)
POL 186	Intro to Public Administration	(3)
POL 191	Internship in Government Service	(3)

Sociology

SOC 104	The Family	(3)
SOC 110	Deviant Behavior: Juvenile Delinquency	(3)
SOC 111	Deviant Behavior: Criminology	(3)
SOC 112	Medical Sociology	(3)

SOC 125	Comparative Social Structures	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 175	Urban Sociology	(3)
SOC 180	Social Stratification	(3)
SOC 189	Sociology of Aging	(3)
SOC 190	Social Change	(3)
SOC 191	Social Movements	(3)
SOC 195	Sociology of Religion (3)	

Total Units in American Studies: 36

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

The Minor in American Studies

A minimum of six courses that meet the American Studies criteria described above.

Courses are described in the respective departmental listings.

Art

A student majoring in art may choose between two emphases, Fine Art or Graphic Design. In both the goal is to provide the undergraduate student with a thorough and comprehensive understanding of art as an essential human activity. It prepares students who wish to continue as professional artists, graphic designers, teachers, or in a related field.

The **Bachelor of Arts Degree with a major in Art** offers the students thorough experiences through applied course work. As proficiency is gained a personal direction is developed and a conceptual foundation is encouraged.

Art courses are offered on both campuses and they enrich the liberal arts experience for the student and expand the general studies offerings.

Courses Required for a B.A. Degree in Art

Lower Division Prerequisites:

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 4	Painting I	(3)
ART 11	Printmaking	(3)
ART12	Ceramics I	(3)
ART 15	Computer Graphics	(3)

One course from the following:

ART 170	History of Art: Ancient thru Medieval	(3)
ART 171	History of Art: Renaissance thru Romanticism	(3)
ART 172	History of Art: The Modern World	(3)
ART 173	History of Art: Multiculturalism and the Visual Arts	(3)
ART 174	History of Art: Women in Contemporary Art	(3)

Students are encouraged to take all Art History courses

Upper Division Required Courses for an *Emphasis in Fine Arts:*

ART 122	Drawing II (Figure)	(3)

and

Five additional upper division courses in art: (15)

And

ART 193	Senior Projects and Exhibition	(3)*

*(*must be completed during final semester)*

Students with an Emphasis in Fine Arts are encouraged to take a minimum of three semesters in one of the following medium; drawing, painting, printmaking, photography, ceramics.

Upper Division Required Courses for an *Emphasis in Graphic Design:*

ART 106	Design 11	(3)
ART 115	Computer Graphics 11	(3)
ART 122	Drawing 11 (Figure)	(3)

ART 130	Graphic Communication	(3)
ART 131	Graphic Production	(3)
ART 133	Illustration	(3)
ART 193	Senior Project and Exhibition	(3)*

*(*must be completed during final semester)*

Total units in Art: 42

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirements.

The Minor in Art

A minimum of six courses (18 units) in Art:

Required Courses:

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 4	Painting I	(3)

One course from the following:

ART 170	History of Art: Ancient thru Medieval	(3)
ART 171	History of Art: Renaissance thru Romanticism	(3)
ART 172	History of Art: The Modern World	(3)
ART 173	History of Art: Multiculturalism and the Visual Arts	(3)
ART 174	History of Art: Women in Contemporary Art	(3)

Any two additional courses (6 units) in Art:

Total units in Art: 18

The Minor in Graphic Design

Required Courses:

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 15	Computer Graphics I	(3)

A minimum of three courses(9 units) from the following:

ART 102	Design II	(3)
ART 115	Computer Graphics II	(3)
ART 116	Design for the World Wide Web	(3)
ART 130	Graphic Communication	(3)
ART 131	Graphic Production	(3)
ART 133	Illustration	(3)
ART 135	Graphic Arts Internship	(3)
BUS 160	Marketing Management	(3)

Total of 18 units

The Minor in Art History

A minimum of six courses (18 units) including one applied Art course:

ART 170	History of Art: Ancient thru Medieval	(3)
ART 171	History of Art: Renaissance thru Romanticism	(3)
ART 172	History of Art: Modern World	(3)
ART 173	Multiculturalism and the Visual Arts	(3)
ART 174	Women in Contemporary Art	(3)
ART 175	Critical Theories in the Visual Arts	(3)
ART 199	Independent Study: Research Paper in Art History	(3)

One additional course in Art

Total units in Art: 18

Mount St. Mary's College Associate Arts program in Graphic Design will prepare the diligent student for a career in the contemporary Graphic Design world. At the end of the two year program students will be prepared to present a portfolio for presentation that will show competence which will include desk top publishing, graphic production, visual communication, all with an emphasis in visual literacy. A strong foundation in design, competence with computer literacy and a continuous development of drawing skills will be central to the program.

The A.A. Degree Program in Graphic Design

Adherence to the sequential listing below is strongly advised for timely completion of the A.A. degree. Slight variations may be made for individual needs with permission of the advisor. Students entering the program in the second semester will need to attend summer school to complete the program.

Degree Requirements:
First Year Fall
Drawing I Art I (3)
Design I Art 2 (3)
Art Fundamentals Art 5 (3)
Second Year Fall
Design II Art 102 (3)
Illustration Art 133 (3)
Graphic Communication Art 130 (3)

First Year Spring
Drawing II Art 164 (3)
Computer Graphics I Art 15 (3)
Photography I Art 10 (3)
Second Year Spring
Computer Graphics II Art 115 (3)
Graphic Production ART 131 (3)
Graphic Art Internship* Art 135 (1-3)

Total Units 34-36

*Graphic Arts Internship may be taken either Fall and/or Spring of second year. Plus additional General Studies requirements and electives totaling 60 semester units.

B.A. Teacher Education Program in Art: see Education section.

All Art courses marked with * (laboratory) carry a *$25 Laboratory Fee*

***ART 1 Drawing I (3)**
Development of basic drawing skills. Emphasis on fundamentals of form, structure, and composition. Various black and white media are explored.

***ART 2 Design I (3)**
An investigation of the elements and principles of design through specific visual problems. Color theories are explored and subsequent interaction of color is studied through application.

***ART 3/103 Visual Thinking (3,3)**
Exploring the use of visual imagery as a form of communication and problem solving. Right brain thinking and the creative process will be considered. Understanding the language of vision and developing skills pertaining to the use of these visual elements and principles of design will be emphasized. The course seeks to develop a broader sense of self and the potential for using visual thinking as an alternate mode of knowing. It complements analytical skills and is applicable to creative problem solving in all disciplines. **GS-IIIA.**

***ART 4 Painting I (3)**
The development of skills relative to composition, color and other structural elements of painting. Primarily acrylic paint will be used although various materials can be considered. Building a stretcher bar and stretching canvas will be included.

***ART 5 Fundamentals of Art (3)**
Illustrated lecture through the use of slides and videos on the development of art forms from around the world. History from earliest time periods through to contemporary life. Various modes of painting, sculpture, architecture, and crafts will be studied. A few of the classes will be devoted to a hands on exploration of some of these art forms. **GS-IIIA,VI**

***ART 10 Photography I (3)**
A laboratory and theory course that is concerned with a working understanding of a 35mm format camera, techniques of shooting, developing, and printing. This a black and while course. The art department will loan 35mm camera's to students with a need.

***ART 11 Printmaking I (Intaglio) (3)**
A laboratory course involving etching, monotype, relief printing processes and computer generated photo etching. Historical development and the aesthetic value of the print image will be considered. Creative experimentation with materials and technique is emphasized.

***ART 12 Ceramics I (3)**
Beginning course with emphasis on gaining skills through manipulation and facility of the material clay. Students will be introduced to begging techniques of handbuilding including coil and slab construction with an emphasis toward the ability to create complex volumetric forms. Personal development of visual concepts through given projects will be encouraged.

***ART 15 Computer Graphics (3)**
This course will introduce various graphics programs such as Quark Xpress, Adobe Illustrator, and Adobe Photoshop while exploring a range of design issues. The computer will serve as a tool for learning and expressing ideas through visual means. This course is taught both on a PC and Mac platform.

***ART 22 Watercolor (1)**
Watercolor is a perfect medium for sketching and on-the-scene record. It has been the preferred medium of travelers since the time of Albecht Durer in the sixteenth century Germany. It is a favorite medium for illustration. Due to its interpretive qualities it is often considered a poetic medium capable of conveying delicate emotion. Beginning with line and wash, the student will be guided through the basic techniques and subjects most suitable to this extraordinary painting medium. Color mixing, value, glazes, brush techniques and wet into wet painting will be covered through a series of exercises and demonstrations. More advanced students will be encouraged to inventive uses of combined techniques and subject.

***ART 23 Introduction to Bookmaking (1unit)**
This class will teach basic binding techniques as well as open possibilities for creating personal books with content. Students will be introduced to different structures while learning folding, cutting, stitching, adhesive, and non-adhesive binding techniques.

***ART 24 (1unit)**
This class will explore the nature of wood and how the material can be shaped and

formed. Students will be introduced to techniques such as sawing, planning, joinery, and finish work, while learning to use hand and power tools.

ART 94 Study/Travel (1-6)

***ART 99 Special Experience (3)**
An individually designed course combining field experience with studio projects. May be repeated for credit.

***ART 102 Design II (3)**
The application of the elements and principles of design to further the development of creative ideas. Includes graphic processes and techniques. Introduction to typography and 3D design along with a further understanding of color. *Prerequisite: ART 2*

***ART 115 Computer Graphics II**
Advanced skill using Quark Xpress, Adobe Illustrator, and Adobe Photoshop for both print and the web. Emphasis will be on development of successful design concepts, combining text and images, along with solid production skills. *Prerequisite: ART 15*

***ART 116 Design for the World Wide Web**
What it takes to make a successful web site from start to finish. Creation of a web site through the writing of HTML code. Course work will include class discussion and work on advanced Adobe Photoshop file creation techniques, integrating forms, layout options, JavaScript, animation, and FTP. *Prerequisites: Art 15*

***ART 130AB Graphic Communication (3,3)**
The development of visual ideas for the purpose of communication. A variety of techniques and graphic processes will be explored. Students will develop visual images relative to social, industrial, and institutional concerns. *Prerequisite: ART 2*

***ART 131 Graphic Production**
Advanced studies in professional print production. Continued work in Adobe Photoshop, Adobe Illustrator, and Quark Xpress. Students will learn the inside and outside of what it takes to prepare files and successfully work with a professional image setters and printers. *Prerequisite: Art 15*

***ART 133AB Illustration (3,3)**
The study of contemporary illustrators and their work for both content and style in publications and media. Emphasis is placed on developing skills applicable to illustrations and communicating your ideas with a convincing message and technique. Assignments may cover material such as CD covers, book jackets, and stories or magazine articles. *Prerequisite: ART 1 and ART 164.*

ART 135 Graphic Art Internship (1-3)
Development of skills in the graphic arts as used in contemporary electronic printing, or Other modes of printing as interest dictates. Emphasis will be on design, layout, and copy production and the step-by-step preparation of artwork from design to press. *Prerequisite: ART 2.*

***ART 136 Visual Thinking II (3)**
The further development of skills and understanding pertaining to the use of visual thinking as a method of creative problem solving. Emphasis will be placed on conceptual development, presentation and verbal analysis. The application of the visual elements and principles of all art will continue. *Prerequisite: ART 3.*

***ART 139ABC Media: Practices and Possibilities II (3,3,3)**
In depth projects in one or more audio visual mediums.

***ART 145 Arts and Crafts in the Classroom (1-3)**
A variety of skills for elementary and secondary grades to demonstrate arts or crafts activities to the group. Students become acquainted with classroom methods. They will use art education processes as a method to enhance reading, writing, arithmetic, and social studies. Students investigate problems such as group and individual motivation, self-motivation, and attitudes of self expression typical of different ages and temperaments. *Requirement for single subject credential in Art.*

***ART 146 Three-Dimensional Design (3)**
An introduction into basic design vocabulary and concepts through the use of exciting use of basic materials to explore three-dimensional form and space. A variety of

materials will be explored that are directly applicable to this exploration.

***ART 149 Sculpture I (3)**
An introduction into basic sculpture processes and techniques. Emphasis on the creative development of three-dimensional form in space. A variety of materials including industrial and alternative will be explored.

***ART 150 ABC Photography II (3,3,3)**
The further development of camera and dark-room techniques. Emphasis will be placed on the study and creative use of controlled lighting. Advanced students will explore contemporary photo processes. Understanding of photography in a historical perspective will be a component of this course. Personal direction and the development of photography as an art form will be emphasized. *Prerequisite: ART 10.*

***ART 151 ABC Printmaking II (3,3,3)**
Further development of printmaking skills including etching, computer/photo "image-on" intaglio, and multiple plate color printing and monotype. Personal direction will be encouraged. *Prerequisite: ART 11.*

***ART 159 ABC Sculpture II (3,3,3)**
Advanced problems which encourage conceptual development and technical control. Individual direction and choice of materials are encouraged. *Prerequisite: ART 149.*

***ART 162 ABC Ceramics II (3,3,3)**
Development of personal vocabulary will be emphasized. Sequential addition of new skills coupled with refinement of existing skills. Emphasis will be on learning the potters wheel. Glaze formulation and kiln operation will be introduced. Individual direction through selective problems will be encouraged. *Prerequisite: ART 12.*

***ART 164 ABC Drawing II (Figure) (3,3,3)**
Drawing from life in various media, preceded by introductory anatomical studies. The accurate and creative use of the figure in composition will be an objective of the course. Advanced students will concentrate on composition and individual development using the figure. *Prerequisite: ART 1.*

***ART 166 ABC Painting II (3,3,3)**
Contemporary modes of painting will be explored and traditional approaches re-examined. Emphasis will be on the further development of skills and techniques. Various painting materials will be investigated. Individual problems in painting will be coordinated. *Prerequisite: ART 4.*

ART 170 History of Art: Ancient thru Medieval (3)
Illustrated lecture. Art from the prehistorical period to 1400 A.D., including Egypt, Greece, Rome, and the late middle ages. Relationships of painting, sculpture, and architecture to the social and cultural environment. **GS-IIIA**

ART 171 History of Art: Renaissance thru Romanticism (3)
Illustrated lecture. The arts in Europe from 1400 to 1850. Study of major styles and artists including Michelangelo, Rubens, Rembrandt, Delacroix, and their relationship to their culture. **GS-IIIA**

ART 172 History of Art: Modern World (3)
Illustrated lecture. Major art movements and personalities from 1850 to the present, including Impressionism, Cubism, Surrealism, the Mexican muralists, Abstract Expressionism, and current trends. Emphasis on the cultural trends which provide the visual and theoretical background of contemporary art. **GS-IIIA**

ART 173 Multiculturalism and the Visual Arts (3)
Illustrated lecture and discussion. A study of art from the diverse cultures which make up the pluralistic character of the United States. African American, Asian, Hispanic and Native American art will be examined along with the contemporary social and cultural implications. **GS-IIIA,VI**

ART 174 Women in Contemporary Art (3)
Illustrated lecture and discussion. An art history course that will include women as artists and the position of the female vis-à-vis the art world. A study of women in the arts considers the history of women artists in a social, political and economic context. This course can fulfill a Women's Studies minor requirement. **GS-IIIA**

ART 175 Critical Theories in the Visual Arts: Seminar (3)
A systematic approach to art theory, criticism, and evaluation. Includes visits to museums, galleries, and exhibits. Lecture and discussion. *Prerequisite: Major or minor in art (upper division)*

***ART 90/190 Workshop (1-3)**
May be repeated for credit.

ART 191 Directed Readings (1-3)

ART 192 Special Studies in Art (1-3)
A series of courses designed to provide breadth to the course offerings within areas of art. May be repeated for credit.

***ART 193 Senior Project and Exhibition (3)**
Open to all graduating seniors majoring and minoring in art. Students will complete and coordinate a holding of work to be exhibited and documented in a slide portfolio. The course includes the installation and all organization aspects of the exhibition to be held in Jose Drudis-Biada Art Gallery. *Prerequisite: Major in Art.*

ART 195 Internship (1-3)

ART 196H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

***ART 199 Independent Study (1-3)**
Advanced individual problems. May be repeated for credit.

Biochemistry

Departmental Affiliation: Physical Sciences and Mathematics

The major in biochemistry offers the student an interdisciplinary study of chemistry, biology, mathematics and physics. It provides excellent preparation for all graduate work/research in biochemistry and the molecular sciences, and professional areas leading into the health sciences.

Courses Required for a B.S. Degree in Biochemistry

Lower Division:

BIO 1AB	Biological Dynamics	(4,4)
CHE 1AB	General Chemistry	(3,3)
CHE 1AL/1BL	General Chemistry Laboratory	(1,1)
CHE 6AB	Organic Chemistry	(3,3)
CHE 6AL/6BL	Organic Chemistry Laboratory	(1,1)
MTH 5AB	Calculus I/II	(4,4)
PHY 11AB	Mechanics/Electricity, Magnetism and Optics	(4,3)
or PHY 1AB	Introductory Physics IA/IB	
PHY 1BL	Physics Laboratory	(1)

(MTH 38, Probability and Statistics, and CIS 1B, Computer Processes and Applications B, are recommended courses.)

Upper Division:

BIO 130	Genetics	(4)
BIO 152	Cell and Molecular Physiology	(4)
CHE 107	Biochemistry	(3)
CHE 107L	Biochemistry Laboratory	(1)
CHE 109	Advanced Biochemistry	(3)
CHE 110AB	Physical Chemistry	(4,3)
CHE 111	Physical Chemistry Laboratory	(2)
CHE 120	Instrumental Methods	(3)
or CHE 130	Biochemical Methods	(3)
CHE 199	Research	(3)

Plus one course from the following: BIO 105, BIO 125, BIO 135 (highly recommended), BIO 151, BIO 180.

Total units in chemistry, biology, mathematics, and physics: 73

Plus general studies requirements and electives totaling 124 semester units. An overall grade point average of 2.0 in major courses is required for the degree. Courses are described in the respective department listings.

Pre-Medical/Pre-Dental Preparation Biochemistry Major with a B.S. Degree

Medical schools accept students from any degree program. A strong background in science, including chemistry, biology and mathematics, is recommended for successful performance on the Medical College Admissions Test (MCAT) and for admission to medical programs. Successful completion of the B.S. degree with a major in biochemistry provides excellent preparation for medical, dental or pharmaceutical studies.

Biological Sciences

Students in the Department of Biological Sciences may elect to major in one or more of the following options: Biology, Pre-medical, Pre-dental, Pre-veterinary Programs, Pre-Physical Therapy and Teaching.

A molecular biology tract will be offered in each of the emphasis areas under the B.S. degree in Biological Sciences. This tract will increase in depth of knowledge and laboratory experiences throughout all four years of the program. All courses within the B.S. degree programs will address molecular biology but specific classes such as Biological Dynamics, Genetics, Molecular Techniques, Cell Molecular Biology and Developmental Biology will focus more intensely on molecular level theory and technology. Some classes in the tract will teach molecular theory and practice while other courses will employ the use of this technology.

The options listed above prepare the student to enter medical school, dental school, physical therapy masters programs, graduate degree programs, clinical and research laboratories, allied health professions, industry, teaching at the elementary or secondary levels and various other science or health-related professions.

Students may earn a B.A. degree or a B.S. degree. For the B.A. degree it is necessary to complete the foreign language requirement.

Grades of "C -" or above must be received in all classes for the major.

Courses Required for a B.A. Degree in Biological Sciences

Core Courses:

BIO 1AB	Biological Dynamics	(4,4)
CHE 1AB	General Chemistry	(4,4)
CHE 6AB	Organic Chemistry	(4,4)
CHE 107	Biochemistry	(4)
MTH 5A	Calculus I	(4)
PHY 1A	Physics	(4)

Upper Division:

Seven to nine upper division courses including:

BIO 125	Developmental Biology	(4)
BIO 130	Genetics	(4)
BIO 135	Molecular Techniques	(4)
BIO 151	Medical Physiology	(4)
BIO 195	Senior Seminar in New Biology	(3)

Total units in biological sciences: 33-36

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

Courses Required for a B.S. Degree in Biological Sciences

Core Courses:

BIO 1AB	Biological Dynamics	(4,4)
CHE 1AB	General Chemistry	(4,4)
CHE 6AB	Organic Chemistry	(4,4)
CHE 107	Biochemistry	(4)
MTH 5AB	Calculus	(4,4)
PHY 1AB	Physics	(4,4)

Upper Division:

Nine to ten upper division courses including:

BIO 125	Developmental Biology	(4)
BIO 130	Genetics	(4)
BIO 135	Molecular Techniques	(4)
BIO 151	Medical Physiology	(4)
BIO 152	Cell Molecular Physiology	(4)
BIO 180	Endocrinology	(4)
BIO 195	Senior Seminar in New Biology	(3)
BIO 197	Research Readings	(1)
BIO 198	Biological Research	(3)

Recommendations:

BIO 50A	Human Anatomy	(4)
BIO 105	Immunology	(4)
BIO 150	Biology of Aging	3)
CIS 1A	Computer Processes	
MTH 38	Elements of Probability and Statistics	(4)

Total units in Biological Sciences: 39-44

Plus general studies requirements and electives totaling 124 semester units.

PRE-MEDICAL, PRE-DENTAL EMPHASES, PRE-VETERINARY, PRE-PHARMACY EMPHASES: Biological Sciences Major with a B.S. Degree:

Students in the Department of Biological Sciences may elect to take their major in the Pre-medical, Pre-dental, Pre-pharmacy, or Pre-veterinary Programs. These programs offer a strong science preparation balanced with a well rounded Liberal Arts program required for successful entrance into Schools of Medicine, Dentistry, Pharmacy and Veterinary Medicine. Such program emphases prepare students for study in a wide variety of graduate school programs, assistantships in biomedical research laboratories, molecular biology, industry or other health-related professions. It is recommended that the student select a minor in one of the humanities.

Courses Required for a B.S. Degree in Biological Sciences

Core Courses:

BIO 1AB	Biological Dynamics	(4,4)
CHE 1AB	General Chemistry	(4,4)
CHE 6AB	Organic Chemistry	(4,4)
CHE 107	Biochemistry	(4)
MTH 5AB	Calculus I	(4,4)
PHY 1AB	Physics	(4,4)

Upper Division:

Eleven or Twelve upper division courses including:

BIO 120	MCAT Workshop	(1)
BIO 121	GRE Workshop	(1)
BIO 125	Developmental Biology	(4)
BIO 130	Genetics	(4)
BIO 135	Molecular Techniques	(4)
BIO 151	Medical Physiology	(4)
BIO 152	Cell Molecular Physiology	(4)
BIO 180	Endocrinology	(4)
BIO 195	Senior Seminar in New Biology	(3)
BIO 197	Research Readings	(1)
BIO 198	Biological Research	(3)

Recommendations:

BIO 50A	Human Anatomy	(4)
BIO 105	Immunology	(4)
BIO 150	Biology of Aging	(3)
CIS 1A	Computer Processes	(3)
MTH 38	Elements of Probability and Statistics	(3)

Total units in Biological Sciences: 40-44

Plus general studies requirements and electives totaling 124 semester units.

Course descriptions can be found in the catalog under Biological Sciences.

PRE-PHYSICAL THERAPY EMPHASIS: Biological Sciences Major with a B.S. Degree

The establishment of an undergraduate Pre-Physical Therapy Program will meet the needs of MSMC undergraduate students interested in pursuing post-baccalaureate professional education in Physical Therapy or other health-science related fields.

Students selecting this major will complete the required general education coursework (45 units), as well as a core of major requirements (50 units) as outlined below. Grades of C- or above must be received in core courses.

Core requirements:

BIO 1AB	Biological Dynamics	(4,4)
CHE 1AB	General Chemistry	(4,4)
PHY 1AB	Physics	(4,4)
BIO 50A	Human Anatomy	(4)
BIO 115	A, B, C, D Research	(4)
BIO 151	Medical Physiology	(4)
BIO 152	Cell Molecular Physiology	(4)
PSY 40	Statistics	(3)
CIS 1A	Computer Processes	(3)

Students MUST CHOOSE one of the following:

BIO 125	Developmental Biology	(4)
BIO 130	Genetics	(4)
BIO 105	Immunology	(4)

Additionally, students will have 3 core required courses in both psychology and gerontology. They will need an additional 2 courses of their own choosing from either a psychology or a gerontology emphasis.

Psychology core requirements:

PSY 1	General Psychology	(3)
PSY 12	Developmental Psychology	(3)
PSY 168	Abnormal Psychology	(3)

Gerontology core requirements:

SOC 5	Sociology Perspectives	(3)
SOC 189	Sociology of Aging	(3)
HSP 196	Thanatology Seminar	(3)

Psychology emphasis: (Choose any 2 courses)

PSY 102	Theories & Issues in Development	(3)
PSY 106	Experimental Psychology	(3)
PSY 132	Personality	(3)
PSY 133	Disability/Adjustment	(3)
PSY 134	Learning	(3)
PSY 145	Social Psychology	(3)
PSY 152	Physiological Psychology	(3)
PSY 170	Human Neuropsychology	(3)

Gerontology emphasis: (Choose any 2 courses)

HSP 195	Gerontology Internship	(3)
HSP 196	Thanatology Seminar	(3)
PSY 128	Psychology of Aging	(3)
SOC 104	The Family	(3)
SOC 161B	Dynamics of Majority/Minority Relations	(3)
PHI 168B	Bioethics	(3)
	or	
RST 149	Biomedical Issues/Christian Ethics	(3)

The Minor in Biological Sciences

A minimum of 24 units in the biological sciences including:

BIO 1AB	Biological Dynamics	(4,4)
BIO 130	Genetics	4)

At least four additional upper division courses in the Biological Sciences are required; at least one of these must be an upper division physiology. Students majoring in one of the department's major options cannot receive a minor in the department.

BIO 1A Biological Dynamics (4)
An introduction to the science of biology and the variety of organisms in the biosphere. Topics presented include theories relative to the origin of life, molecular biology, cellular structure and function, evolution as a unifying principle in biology, and processes of inheritance. Laboratory experiences give students an opportunity to understand scientific methods of investigation. Lecture 3 hrs., Laboratory 3 hrs. **GS-IIID**

BIO 1B Biological Dynamics (4)
An introduction to the study of biology and the variety of organisms at the organismic, population, and environmental levels. Included are topics dealing with the structures and coordination of functions of complex multicellular organisms, biological factors that support community life systems, ecological interrelationships of plants and animals, and human impact upon the environment. Lecture 3 hrs., Laboratory 3 hrs. *Prerequisite: BIO 1A.* **GS-IIID**

BIO 1AH Freshman Honors Biology (1)
Exploration of a single topic through laboratory exercises, journal and textbook readings and classroom discussion. Topics are chosen to present basic concepts in biology and vary from year to year. Lecture/discussion1 hr., Laboratory 3 hrs. Substitutes for BIO 1A Laboratory and has one additional unit of credit. *Student must be eligible for honors courses. Departmental approval required.* **GS-IIID**

BIO 1BH Freshman Honors Biology (1)
Exploration of the scientific research enterprise with reflection on ethics in research and misconduct in science. Topics presented include values in science, conflict of interest, plagiarism, allocation of credit, authorship, error and negligence, data selection. Critical thinking and problem solving will be emphasized throughout the course. Laboratory: Students will rotate through 3 research laboratories of their choice spending 3 weeks in each laboratory. Substitutes for BIO 1B Laboratory and has one additional unit of credit. Lecture/discussion 1hr., Laboratory 3 hrs. *Students must be eligible for honors courses or be recommended by the department.* **GS-IIID**

BIO 3/103 General Microbiology (4)
Basic principles of microbial growth and metabolism, morphology, taxonomy, pathogenicity, immunity, and control. Microorganisms as agents of disease and normal inhabitants of man's environment. Techniques of isolation, cultivation and identification of these organisms. Lecture 3 hrs., Laboratory 3 hrs. *May be taken for upper division credit if approved by instructor.* **GS-IIID**

BIO 5 Life Sciences (3)
This course is an introduction to biology for the non-biology major that emphasizes both the unity and the diversity that is evident throughout all living organisms at the different levels of structure and function: molecular, cellular, organismal and population. This course emphasizes major organizing concepts of biology such as the fundamental importance of DNA and the genetic code, the role of natural selection, and genetics in the evolution of organismal adaptation over time. The laboratory portion of this course affords the student an opportunity to learn about living organisms through direct observation, experimentation and basic field studies wherein they play direct participative roles. Lecture: 2 hrs., Laboratory: 1 1/2 hrs. **GS-IIID**

BIO 10 Health Science (3)
An introductory course designed to provide the student with a basic understanding of

the functioning of the human body as it relates to health problems. Included are such topics as nutrition, infectious disease, cancer, cardiovascular disease, reproduction, and the effects of alcohol, drugs, and tobacco. Lecture 3 hrs. (Meets Health Education requirement for California clear teaching credentials.) **GS-IIID**

BIO 40A Human Anatomy (4)
The study of the structure of the human body. A systemic approach is used beginning with the molecular level and progressing to the organism as a whole to demonstrate the interrelationships at each level of organization, Emphasis is placed on the skeletal, muscular and nervous systems. Laboratory exercises are used to expand and clarify the concepts presented in lecture. These include microscopic reviews, dissections and other multiple teaching/learning media. This course is required for Physical Therapy Assistant and Pre-Health majors. Lecture 3 hrs., Laboratory 3 hrs. *Prerequisite: Successful completion of a high school General Biology course.* **GS-IIID**

BIO 50A Human Anatomy (4)
The study of the structure of the human body. A systemic approach is used beginning with the molecular level and progressing to the organism as a whole to demonstrate the interrelationships at each level of organization. Laboratory exercises are used to expand and clarify the concepts presented in lecture. These include microscopic reviews, dissections and other multiple teaching/learning media. Lecture 3 hrs., Laboratory 3 hrs. *Prerequisites: Successful completion of a high school General Biology course.* **GS-IIID**

BIO 50B Human Physiology (4)
An introduction to physiological principles with emphasis on organ systems. An integrative approach is used beginning with the molecular and progressing to the organism as a whole to demonstrate the interrelationships at each level of organization. Laboratory exercises include measurements of physiological activities from the molecular to the organismic levels. Emphasis is placed on understanding of human functions with the use of medical instrumentation, computer simulations and data acquisition systems. Lecture 3 hrs., Laboratory 3 hrs. *Prerequisites: A grade of C or above in BIO 50A or BIO 40A.* **GS-IIID**

BIO 67/167 Environmental Science (3)
An introduction to the multidisciplinary field of environmental science. Topics include human population dynamics, ecosystem structure and function, laws of matter and energy, biodiversity, wildlife and habitat conservation, renewable and non-renewable resources, types of pollution and effects of pollutants on human health. Emphasis is placed on the interrelationship of population growth, resource use, and pollution. **GS-IIID**

***BIO 87 Fundamental Concepts (1-3**
An acyclic series of basic concepts in the field of biological sciences which present an introductory understanding of living systems. **GS-IIID**

BIO 105 Immunology (4)
Basic principles and theories of immune mechanisms. Topics include innate immunity, antibody stimulation and production, cellular immunity and cell interactions, autoimmunity, tissue transplantation, immune deficiency, diagnostic and technological applications of immunological techniques. Lecture 3 hrs., Laboratory 3 hrs. *Prerequisite: BIO 3 or 1AB or 50AB*

BIO 112 Human Nutrition (3)
A study of different nutrients with emphasis on nutritional requirements for health and prevention of chronic diseases which are major causes of death in the United States today. Topics include healthy lifestyle including daily meal planning, weight control and exercise, harmful effects of alcohol and drugs. Special needs during pregnancy and lactation, infancy and childhood, adulthood, and old age will also be considered. Lecture 3 hrs.

BIO 115A Research Methods (1)
Introduction to the philosophy and principles of scientific methods of inquiry used in research and problem solving. Includes identification of problems, construction of hypotheses and initial development of research questions and proposal.

BIO 115B Research Methods (1)
A directed study in which the student applies the principles learned in 115A. This independent study course is concerned with the research design, methodology and data collection components of the research endeavor.

BIO 115C Independent Study (1)
The initiation or continuation of a project under the physical therapy departmental faculty direction. Work should culminate in a research paper, report or successful completion of oral and/or written examinations.

BIO 115D Directed Research (1)
An independent study course concentrating on the data collection component, and the writing and finalization of the research endeavor. Hours are arranged between the student and the research advisor.

BIO 120 MCAT Workshop (1)
This workshop will provide the needed information, strategies, and practice to do well on the MCAT. The MCAT is a test of reading comprehension, reasoning, and application of science to problem solving. Emphasis will be placed on speed reading and comprehension, passage-solving skills, skills for answering questions, timing and other important strategies. MCAT sample exams will be given.

BIO 121 GRE Workshop (1)
This workshop will provide the needed information, strategies, and practice to do well on the GRE. The GRE measures certain developed verbal, quantitative, and analytical abilities that are important for academic achievement. Emphasis will be placed on vocabulary building, math review, and analytical reasoning tactics. GRE sample tests will be given with a focus on computer testing.

BIO 125 Developmental Biology (4)
This course presents a comprehensive study of the patterns and processes that underlie animal development from conception through old age. The overall approach to this discipline is to address each of the major topical areas from both conceptual and comparative viewpoints so that students develop broad based and in-depth understanding of developmental process and the results of each process. Topics will include the molecular level control of gene expression during development, the cellular basis of morphogenesis and pattern formation, molecular and cellular level bases of differentiation, induction and growth of the embryo. Also, the course will examine the phenomena of regeneration and remodeling as they pertain to the development of appropriate organisms. Laboratory studies will include the examination of selected developmental systems such as ciliated protozoans, flatworms, sea urchins, chicks and humans. Lecture 3 hrs., Laboratory 3 hrs. *Prerequisite: Junior/Senior standing in the major.*

BIO 130 Genetics (4)
Basic concepts of genetics including classical genetics and molecular genetics. Examines genetics of prokaryotes and eukaryotes. Topics include Mendelian inheritance, gene replication, expression and regulation, mutations, transposable elements, population genetics, and introduction to biotechnology. Lecture 3 hrs., Laboratory 3 hrs. *Prerequisite: BIO 1AB or BIO 50AB.*

BIO 135 Techniques in Molecular Biology (4)
An overview of the techniques used in genetic engineering. Emphasis will be placed on the structure, handling and manipulation of nucleic acids. Current topics in genetic engineering such as transgenic animals and human gene therapy will be discussed. Laboratory studies include isolation and analysis of DNA, cloning genes, preparation and screening of genomic libraries, and hybridization techniques such as Southern and Northern blotting. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisites: BIO 1A/B and CHEM 1A/B*

BIO 150 Biology of Aging (3)
This course begins with an overview of the major theories regarding how and why human systems undergo aging processes and then continues with a system based consideration of normal aging processes and their effects on the structure and function of each system. Once the pattern of normal aging has been delineated, further consideration is given to diseases and disorders that are often superimposed upon otherwise normal changes relating to human aging. In addition to anatomical and physiological changes associated with aging, there is an emphasis on the anatomical and physiological changes associated with aging. An emphasis on the molecular biology of the aging process will be included. *Prerequisites: BIO 1AB or BIO 50AB or permission of instructor.*

BIO 151 Medical Physiology (4)
A detailed study of the functional processes of the human body from the molecular to

the organ system levels; dynamics of fluid balance, control mechanisms, transport systems, aging, and neuroendocrine and neuromuscular integration will be included. References to pathophysiology will be made. Laboratory activities include the use of multiple monitoring and data acquisition systems. Lecture 3 hrs., Laboratory 3 hrs. *Prerequisite: BIO1AB, CHE 1AB.* **GS-II.**

BIO 152 Cell and Molecular Physiology (4)
A study of biology at the molecular and cellular levels. Topics will include cellular organization and specialization, cell cycle, protein synthesis, enzymology, membrane transport, genetics, recombinant DNA technology, regulation of gene expression and cellular aspects of cancer. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisites: BIO 1AB, CHE 6A.*

BIO 180 Endocrinology (4)
A study of the molecular synthesis and physiological functions of hormones in living systems especially as they are understood in humans. The course will cover neuroendocrine controls, genetics of hormone synthesis, mechanisms of hormone action, reproductive physiology, somatic growth and development, thyroid and adrenal gland physiology, glucose and calcium homeostases, and the integration and assessment of endocrine functions with the use of clinical examples throughout the course. Lecture 3 hrs. Laboratories will be individually designed and directed. *Prerequisites: BIO 135 or BIO 151, CHE 6A/B.*

BIO 187 Selected Topics in Biology (1-3)
An acyclic series of topics of current interest in the biological sciences which presents recent developments in the field. **GS-IIID**

BIO 192AB Special Studies (3,3)

BIO 195 Senior Seminar in New Biology (3)
In depth literature search on an approved topic of current research significance. The research study should culminate in a class presentation, discussion and research paper. Topics will focus on the most recent research and discoveries in the biological sciences. *Prerequisite: Senior standing.*

BIO 196H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

BIO 197 Research Readings (1)
Directed reading in special interest area for the departmental research requirement. Research mentor approval required.

BIO 198 Biological Research (1-3)
Directed research project. Should be taken under the guidance of a biology faculty member presently engaged in laboratory research. The research project is initiated no later than the junior year and completed before graduation. Research mentor approval required. Three units are required.

BIO 199 Independent Study (1-3)
The initiation or continuation of a project under departmental faculty direction. Work should culminate in a research paper or report.

Business Administration Department

The Business Administration Department at Mount St. Mary's College is committed to developing leaders who are capable of making complex business decisions and appreciate the significance of their responsibilities to the companies and communities they serve.

Consistent with the liberal arts tradition of the College, the department emphasizes a broad-based, interdisciplinary curriculum which provides the knowledge, skills and values necessary to accomplish these goals.

Four key themes are infused through all department course offerings which nurture a continuing curiosity and a receptivity to new ideas:

- global business
- management communication
- business ethics
- innovative management

Hallmarks of the program include a high level of interaction with faculty and peers, academic rigor and the translation of theory into practice. The Business Administration Department offers the following degrees:

- Bachelor of Arts (in the traditional day program)
- Bachelor of Science (in the Weekend College program)
- Associate in Arts
- Minor in Business

The Bachelor degree program and minor are offered at the Chalon Campus. The AA Degree is available at the Doheny Campus.

Each program is described below:

The Associate Arts Degree (Doheny Campus)

The Associate in Arts degree in Business Administration is a two year program that provides students with a strong business background invaluable in the modern work environment. In addition, the Business Administration Program prepares students with the foundation necessary to successfully transfer to a four year business program. The courses in the A.A. Business Administration Program focus on business fundamentals commensurate with lower division instruction while also stressing the communication and critical thinking skills necessary to succeed and advance in a business career. General studies courses contribute to the broad based education of students which not only makes them more attractive to employers, but exposes them to the spectrum of knowledge and ideas that are the mark of a liberal arts education.

Upon completion of an A.A. Degree, students may wish to pursue a business baccalaureate degree or they can choose to terminate their education. Given the current business environment, students are strongly encouraged to continue their studies for a four year degree. Many of the students who complete the two year A.A. program in Business chose to transfer to Mount St. Mary's four year B.A. program.

To be accepted into the A.A. Business Administration Program, students must have a cumulative high school GPA of at least 2.5 in all college preparatory courses. SAT or ACT scores are required and will be considered during the application process. Students who have at least 12 units of previous college course work must have a minimum GPA of 2.25 in order to be considered for admission into the program.

The Bachelor of Arts Degree Programs (Chalon Campus)

The Bachelor of Arts program in business administration prepares students for professional careers by stimulating rigorous, imaginative, analytical, and inquisitive attitudes. An emphasis on teamwork, and problem solving is evident at all levels of education in the business administration major. The department offers five areas of emphases. Each emphases is described below:

1. **Accounting.** The emphasis in **Accounting** qualifies students to enter private, public and governmental accounting. Students are prepared in the practical areas of tax accounting, cost accounting and auditing as well as the application of computer techniques to corporate accounting systems. Graduates will be qualified for professional employment in corporate accounting departments, public accounting firms, and governmental agencies.
2. **International Business.** The emphasis in **International Business** prepares the students for the many opportunities available in the fields of international management, international finance and government service. The International Business emphasis is designed for individuals with an interest in business on a global scale. The program concentrates on the social, political, and economic aspects of the international marketplace.
3. **Language, Culture and Business.** The global business environment demands a knowledge of business skills, an appreciation of the importance of understanding cultural differences and the ability to communicate in another language. The **Language, Culture and Business** emphasis achieves a unique balance in preparing students to work effectively in a domestic or foreign work assignment. The language component develops vocabulary of business and stresses the role of accurate interpretation and translation. Culture is viewed from linguistic, historical, social and business perspectives.
4. **Management.** The emphasis in **Management** offers a curriculum based on practical, applied courses that qualify students to enter administrative positions immediately after graduation. Courses cover the broad spectrum of business activity and allow students to choose from a variety of possible career opportunities in large, midsize and small organizations.
5. Marketing. The emphasis in **Marketing** provides students with a "strategic orientation" in the areas of advertising, public relations, designs, sales, research and marketing management. The program is designed to prepare students for marketing related careers in the public and private sectors.

Bachelor of Science Program (Weekend College)

The **B.S. in Business Administration,** offered in the Weekend College, is designed for adult professionals who wish to advance and solidify their careers in business. Built on the strong liberal arts foundation provided through general education requirements, the business administration major is generalist in scope and covers key functional areas in business - management information systems, organizational behavior, business law, accounting, marketing and finance. Courses emphasize discussion, case studies, group projects and communication exercises. The program has been structured to incorporate workplace experience into the fabric of the classroom.

At least 21 units of the upper division business courses must be completed at Mount St. Mary's College. BUS 192 Business Policy and Strategy must be taken at Mount St. Mary's College.

The Minor in Business Administration

The minor in Business Administration has been specially designed for liberal arts, science, health science and other non-business majors.

A minimum of 21 units selected from business administration offerings are required for a minor. A minimum of 12 units must be completed in the Business Administration Department at Mount St. Mary's College.

Students interested in a business administration minor should arrange their total program with the department chair. All minors are required to complete the following courses:

•BUS 4	Business Foundations and Analysis	(3)*
•ECO 2	Macroeconomics	(3)
•BUS 5	Business Law I	(3)
•BUS 15A	Accounting Principles I	(3)
•BUS 160	Principles of Marketing	(3)
•BUS 185	Principles of Management	(3)

**Note: To achieve the 21 unit minor requirement, those matriculated in the Weekend College Program may replace BUS 4 with another course within the area of Business Administration.*

Double Major Program

The department of offers a program for students who desire to major in Business Administration and another discipline at the College.

Lower Division Core Requirements:

BUS 4	Business Foundations & Analysis	(3)*
BUS 5	Business Law I	(3)
BUS 15A	Accounting Principles I	(3)
BUS 15B	Accounting Principles II	(3)
PHI 92	Intro to Business Ethics	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
BUS 28	Mathematical Analysis for Business	(3)
BUS 38	Elements of Probability and Statistics	(3)
BUS 7	Computer Applications in Business	(3)
SPR 18	Career Planning	

**Note: This requirement is waived for those who matriculate into the Weekend College Program.*

Upper Division Core Requirements:

BUS 122	Managerial Communications	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 185	Principles of Management	(3)
BUS 192	Business Policy and Strategy	(3)

Students in the Double Major who wish an emphasis within the Business Major must complete all courses in the emphasis.

B.A. Degree with a Double Major in English and Business Administration:

(A cooperative program offered through the departments of English and Business Administration)

Courses Required for a B.A. Degree in English and Business Administration

English Preparation:

ENG 1AB/C	Freshman English	(3,3)
HIS 1AB	Western Civilization	(3,3)
SPE 10	Introduction to Communication	(2)
SPE 12	Business and Professional Communication	(1)
SPR 18	Career Planning Seminar	(1)

Requirements:

24 additional units in English, at least 18 of which are upper division, including:

ENG 181	Theory and Criticism	(3)
ENG 195	English Seminar	(3)

Recommended:

One course in American literature	(3)

Business Administration

Lower Division Core Requirements:

BUS 4	Business Foundations & Analysis	(3)
BUS 5	Business Law I	(3)
BUS 15A	Accounting Principles I	(3)
BUS 15B	Accounting Principles II	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MTH 28	Mathematical Analysis for Business	(3)
MTH 38	Elements of Probability & Statistics	(3)
BUS 7	Computer applications in Business I	(3)

Courses Strongly Recommended:

PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)
PHI 5	Introduction to Logic	(3)

Upper Division Core Requirements:

BUS 122	Management Communications	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 185	Principles of Management	(3)
BUS 192	Business Policy and Strategy	(3)

Total units in English and Business: 61

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

At least 12 upper division units must be completed in the MSMC English Program.

The A.A. Degree in Business Administration

Suggested Sequence of Courses

Department Requirements:

First Year

Fall

BUS 4	Business Foundations & Analysis	(3)
BUS 7	Computer Applications in Business	(3)

Spring

ECO 2	Macroeconomics	(3)
MTH 28	Math Analysis for Business OR	(3)
MTH 38	Elements of Probability & Statistics	(3)

Second Year

Fall

ECO 1	Microeconomics	(3)
BUS 16A	Accounting Principles I	(4)

Spring

BUS 5	Business Law I	(3)
BUS 16B	Accounting Principles II	(4)
PHI 92	Introduction to Business Ethics	(3)
MTH 28	Math Analysis for Business OR	(3)
MTH 38	Elements of Probability & Statistics	(3)

Total units to graduate: 60
Overall G.P.A. needed to graduate: 2.0
Overall G.P.A. needed to transfer to Chalon: 2.25

The B.A. Degree in Business Administration

Lower Division Core Requirements:

BUS 4	Business Foundations & Analysis	(3)**
BUS 5	Business Law I	(3)
BUS 15A	Accounting Principles I	(3)
BUS 15B	Accounting Principles II	(3)
PHI 92	Introduction to Business Ethics	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MTH 28	Mathematical Analysis for Business	(3)
MTH 38	Elements of Probability & Statistics	(3)
SPE 12	Business & Professional Communications	(1)
SPR 18	Career Planning	(1)
BUS 7	Computer Applications in Business	(3)

Upper Division Core Requirements:

BUS 122	Management Communications	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 185	Principles of Management	(3)
BUS 192	Business Policy and Strategy	(3)
BUS 190	Business Administration Internship	(3)

1. Accounting Emphasis

BUS 137	Intermediate Accounting I	(4)
BUS 138	Intermediate Accounting II	(4)
BUS 131	Managerial Accounting	(3)
BUS 186	Tax Accounting	(3)
BUS 188	Auditing	(3)
BUS 198	Advanced Accounting	(3)

Total: 41 upper division units

2. International Business Emphasis

BUS 189	International Management	(3)
BUS 195	International Marketing	(3)
ECO 195	International Economics	(3)

(Plus three courses from the following:)

ECO 112	Economic History of Europe	(3)
SOC 125	Comparative Social Structures	(3)
POL 125	Foreign Relations of the United States	(3)
POL 134	International Organizations	(3)
	or	
POL 135	Selected Problems in International Organization	(3)
POL 138	International Law	(3)
BUS 183	Management Seminar	(3)

Total: 39 upper division units

3. Language, Culture and Business Emphasis

Total of 9 upper division units of Language and/or culture in addition to completion of the general studies modern language requirement

BUS 189	International Management	(3)
BUS 195	International Marketing	(3)
ECO 195	International Economics	(3)

Recommended Courses:

ECO 112	Economic History of Europe	(3)
SOC 125	Comparative Social Structures	(3)
POL 125	Foreign Relations of the United States	(3)
POL 134	International Organizations	(3)
POL 135	Selected Problems in International Organization	(3)
BUS 183	Management Seminar	(3)

Total: 39 upper division units

4. Management Emphasis

BUS 106	Business Law II	(3)
BUS 170	Real Estate	(3)
	or	
BUS 171	Real Estate Law and Management	(3)
BUS 157	Human Resource Development	(3)
BUS 176	Small Business Management	(3)
BUS 184	Organizational Behavior	(3)
BUS 183	Management Seminar	(3)

Total: 39 upper division units

5. Marketing Emphasis

BUS 163	Marketing Research	(3)
BUS 161	Principles of Advertising	(3)
BUS 175	Sales Management	(3)
BUS 194	Consumer Behavior	(3)
BUS 195	International Marketing	(3)
BUS 183	Management Seminar	(3)

Total: 39 upper division units

**This may be waived for transfer students entering with significant business course work. See Department Chair.

Once enrolled at Mount St. Mary's College, all upper division business courses must be completed at the College.

Suggested Sequence of Courses Bachelor of Arts

The following is a model for completing the business administration major in four years. Only business administration courses are listed.

FRESHMAN YEAR

Fall Semester

BUS 4	Bus. Foundations & Analysis	(3)
BUS 15A	Accounting Principles I	(3)
BUS 7	Computer Applications in Business	(3)
MTH 28	Mathematical Analysis for Business	(3)

Spring Semester

BUS 15B	Accounting Principles II	(3)
MTH 38	Elements of Probability & Statistics	(3)
PHI 92	Intro to Business Ethics	(3)

SOPHOMORE YEAR

Fall Semester

ECO 2	Macroeconomics	(3)
SPE 12	Bus. & Professional Communication	(1)
SPR 18	Career Planning	(1)

Spring Semester

ECO 1	Microeconomics	(3)
BUS 5	Business Law I	(3)

JUNIOR YEAR

Fall Semester

BUS 160	Principles of Marketing	(3)
BUS 122	Management Communications	(3)
	Upper Division Emphasis Course	(3)

Spring Semester

BUS 185	Principles of Management	(3)
BUS 177	Management Info. Systems	(3)
	Upper Division Emphasis Course	(3)

SENIOR YEAR

Fall Semester

BUS 130	Principles of Finance	(3)
BUS 190	Business Administration Internship	(3)
	Upper Division Emphasis Course	(3)
	Upper Division Emphasis Course	(3)

Spring Semester

BUS 192	Business Policy & Strategy	(3)
	Upper Division Emphasis Course	(3)
	Upper Division Emphasis Course	(3)

B.S. Degree in Business Administration (Weekend College)

Lower Division Core Requirements:

BUS 5	Business Law I	(3)
BUS 7	Computer Applications in Business	(3)**
BUS 15A	Accounting Principles I	(3)
BUS 15B	Accounting Principles II	(3)
PHI 92	Introduction to Business Ethics	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MTH 28	Mathematical Analysis for Business	(3)
MTH 38	Elements of Probability & Statistics	(3)

** Students may test out of BUS 7 by demonstrating proficiency in course content

Upper Division Core Requirements:

BUS 106	Business Law II	(3)
BUS 122	Management Communications	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 184	Organizational Behavior	(3)
BUS 185	Principles of Management	(3)
BUS 192	Business Policy & Strategy	(3)

In addition, eighteen upper division business units are required for the major.

Students who wish to pursue a specific business area concentration may do so by completing twelve of these eighteen units as follows:

Marketing Concentration

BUS 161	Principles of Advertising	(3)
BUS 175	Sales Management	(3)
BUS 195	International Marketing	(3)
BUS 163	Marketing Research	(3)

Management Concentration

BUS 157	Human Resources Management	(3)
BUS 189	International Management	(3)
BUS 183	Management Seminar	(3)
	or	

Any one of the following courses:

BUS 176	Small Business Management	(3)
BUS 170	Real Estate	(3)
BUS 171	Real Estate Law & Management	(3)
BUS 133	Money, Politics & Business	(3)

International Business Concentration

BUS 189	International Management	(3)
BUS 195	International Marketing	(3)
ECO 195	International Economics	(3)

Choose three units from the following:

ECO 112	Economic History of Europe	(3)
	or	
BUS 193	Special Studies in Economic Development	(1)

(One unit in each of the following areas: China, European Union, Eastern Europe, Mercusor, Africa and the Four Tigers) or

BUS 193	Managing Diversity	(1)

Once enrolled at Mount St. Mary's College, all upper division business courses must be completed at the College.

BUS 4 Business Foundations & Analysis (3)
An analytical survey of the principles and skills necessary for accounting, economics, marketing, finance, human resources, management, and government policies as they apply to business in the United States and globally. Through the course students develop a framework for analyzing business issues and develop critical thinking skills to solve organizational problems. This course will include an introduction of the case method.

BUS 5/POL 5 Business Law I (3)
An introduction to the development of legal principles for business activity, as found in common law, statutory laws, and the Uniform Commercial Code. Use of case studies for practical applications. Introduction to legal reasoning and legal writing; concentration on contracts and their use throughout all business negotiations; introduction to issues of commercial liability and sales transactions.

BUS 7 Computer Applications in Business (3)
This course will familiarize students with the personal computer and "state of the art" computer applications. Students will receive instruction in word processing, spreadsheet usage, powerpoint presentation, data base programming and internet access.

BUS 15A Accounting Principles I (3)
Course emphasis is on the measurement, valuation, and the accumulation of accounting data. Topics include the accounting cycle through financial statements, accounting for merchandise, internal control, notes, bad debts, inventories and accounting for tangible and intangible assets. Focus is on the sole proprietorship.

BUS 15B Accounting Principles II (3)
Course emphasis is on the measurement, valuation and the accumulation of accounting data. Topics include accounting for partnerships, corporations, bonds, cash flow statements, present value, annuities, financial statement and analysis and an introduction to managerial accounting,

BUS 16A Accounting Principles I (4)
Course emphasis is on the measurement, valuation, and the accumulation of accounting data. Topics include the accounting cycle through financial statements, accounting for merchandise, internal control, notes, bad debts, inventories and accounting for lived tangible and intangible assets. Focus is on the sole proprietorship. Faculty-guided lab experiences are provided for additional reinforcement of course concepts.

BUS 16B Accounting Principles II (4)
Course emphasis is on the measurement, valuation and the accumulation of accounting data. Topics include accounting for partnerships, corporations, bonds, cash flow statements, present value, annuities and financial statement analysis. Faculty guided experiences are provided for additional reinforcement of course concepts.

BUS 28 Mathematical Analysis for Business (3)
Topics in Algebra including solutions of systems of equations and inequalities; exponential and logarithmic functions; linear programming and mathematics of finance. Emphasis is placed on the application of mathematics to problems in business. (See MTH 28.)

BUS 38 Probability and Statistics: Business Applications (3)
Elementary probability theory, properties of distributions, sampling, hypothesis testing, correlation. *Prerequisite: satisfactory*

score on the Mathematics Placement Exam. (See MTH 38).

BUS 92/PHI 92 Introduction to Business Ethics (3)
A case study approach to business ethics, taking into consideration the perspectives of management, labor, consumer or public, governmental agencies, and environmental or other special interest groups. Using a basis in ethical theory, the course will cover such as areas as public welfare, issues in hiring (affirmative action, quotas) and business practices (product liability, honesty, business bluffing, advertising, sexual harassment, racism), environmental concerns, global issues (apartheid, social injustice, exploitation of the third world), corporate decision-making and responsibility. *Students who take this course may not take PHI 21 for credit. Honors students should take PHI 21H, not PHI 92.* **GS-VB2**

BUS 97 Independent Study (1-6)
Lower division course, independent study or directed readings on business related topics. *Prerequisite: Consent of faculty member and approval of department chairperson.*

BUS 103 Advanced Management: Visual Thinking (3)
Management capabilities are developed by showing how to use a combined thinking process involving visual and graphic applications, improving insight and discovery.

BUS 104 Investment Analysis and Management (3)
Survey of investments including corporate and government securities, real property and financial intermediaries. Study of financial investments with emphasis on security analysis, valuation and portfolio management. *Prerequisite: BUS 130.*

BUS 106/POL 105 Business Law II (3)
Upper level study of business law. Applications to areas of agency, partnerships, corporate law, sales, criminal and civil liability, product liability and insurance. *Prerequisite: BUS 5.*

BUS 122 Management Communications (3)
This course develops both oral and written business communications skills through the study of communications theory in conjunction with practical communication assignments. Specific content areas include management and decision-making case studies, internal and external written communications, business proposals, group dynamics, interviews and business presentations.

BUS 130 Principles of Finance (3)
This course is designed to provide students with a broad based understanding of financial concepts and their applications. The course will explore: (a) the financial system - components, institutions, and functions; (b) business finance and management application of financial principles on a micro and macro level; (c) financial policy the methods and effects of government debt and fiscal policy. *Prerequisites: BUS 4 (except for those who matriculate into the Weekend College Program), ECO 1, ECO 2, BUS 15A, BUS 15B, MTH 38.*

BUS 131 Managerial Accounting (3)
The application of accounting analysis to business decision, planning and control. Integrating information systems with specific emphasis on cost concepts and applications, budget, cost volume profit relationships and decision making from the capital investment and pricing viewpoints. *Prerequisites: BUS 15A.*

BUS 133 Money, Politics, and Business (3)
This course explores the relationship between business and government in the United States - the influence of environmental forces on business institutions and the impact of corporations on their environment. Through this course students develop an analytic framework for exploring political institutions and practices, social and ethical responsibilities, regulation and the policy making process, environmental issues, consumer concerns, workplace multiculturalism and diversity, global issues, and institutional reform. **GS-IIIG**

BUS 137 Intermediate Accounting I (4)
The beginning of the in-depth study of financial accounting. Topics include the conceptual framework, financial statement preparation, concept of future and present value, revenue and expense recognition,

accounting for cash and receivables, inventory and fixed asset accounting. *Prerequisites: BUS 15A and 15B.*

BUS 138 Intermediate Accounting II (4)
The conceptual and procedural aspects of some of the more complex topics of financial accounting are studied. Topics include long term debt, leases, pensions, error corrections and the statement of cash flows. *Prerequisite: BUS 137.*

BUS 139 Managing Non-Profit Organizations (3)
This course will introduce non-business majors to managerial theories to lead nonprofit organizations. The learning experience includes review of literature, class presentations and active sponsorship of service organizations. A service-learning project integrates theory with practice, requiring team cooperation, planning and accountability. Also, EDU 138C, GER 138, PSY 138 and SOC 138. Not applicable toward major in Business Administration.

BUS 140/BUS 140H Women's Issues in Business and Economics (3)
Survey of issues that affect women in business and review of the feminist critique of classical economic theory. Topics surveyed may include women's labor history, Marxist feminism, socialist feminism, feminist organizational theory, women in management, the wage gap, the glass ceiling, gendered economic roles, women's issues in business law, affirmative action, and sexual harassment. **GS-IIIG, VI**

BUS 148/PSY 148 Industrial Organization and Consumer Psychology (3)
Study of the psychological principles and techniques used in a business setting. Topics include the psychology of work, personnel selection, appraisal, job analysis, placement training, production efficiency, and consumer behavior.

BUS 150 Strategic Management of Nonprofit Organizations (3)
This course is designed to study, discuss, and debate issues facing managers of nonprofit organizations. The goal of this course is to integrate skills in organizational behavior, marketing, finance, and analytical disciplines into strategic decision making in the nonprofit context. Topics explored include mission definition, competing internal and external demands, resource scarcity and uncertainty, governance systems, and managing strategic change. While the principal thrust of the course is on nonprofit organizations, there will be opportunities to examine areas where public, for-profit, and nonprofit organizations interact. *Prerequisite: BUS 185*

BUS 154 Cost Accounting (3)
Budgeting responsibility accounting; inventory planning; performance measurement; costing methods; job order and standard costs; direct vs. full costing; cost allocation; cost-volume profit analysis; analytic cost reports. *Prerequisites: BUS 15A and 15B.*

BUS 155/POL 185 Public Personnel Administration (3)
The process of formulating and administering public personnel policies; concepts and principles utilized in selected governmental personnel systems. Special emphasis on collective bargaining in public employment.

BUS 156/POL 186 Introduction to Public Administration (3)
The executive function in government; principles of administrative organization, personnel management, financial administration, administrative law, and problems and trends in government as a career.

BUS 157 Human Resources Development (3)
This course explores the contributions made by the modern human resource department to the success of business organizations. Particular areas of focus include job analysis, recruitment, training, compensation analysis, performance analysis, legal issues and workforce diversity. The course content weaves the underlying theories of human behavior in organizations with the practical applications of these theories pertinent for future managers or human resource professionals.

BUS 158/POL 187 Organizational Theory and Governmental Management (3)
Organizational structure, human factors in organization, dynamics of organizational change, internal adaptability to external environment, problems, limitations, and trends in governmental organization and management.

BUS 160 Principles of Marketing (3)
This course is designed to introduce students to the fundamentals of marketing. Through this course, (a) the foundations of marketing will be explored - product issues, pricing decisions, distribution channels and promotional strategies, (b) the users of marketing will be identified, (c) the role of marketing in the organization and society will be examined, (d) marketing objectives, tools and resources will be assessed, and (e) components of strong marketing strategy will be evaluated. *Prerequisite: BUS 4 (except for those who matriculate into the Weekend College Program)*

BUS 161 Principles of Advertising (3)
This course examines the major components of modern advertising and promotion. Key areas explored include the social and economic role of advertising; controls over advertising; planning of the campaign; the role of research; media strategy and coordination with other elements of the marketing communication mix. *Prerequisite: BUS 160 or consent of instructor.*

BUS 163 Marketing Research (3)
Fundamentals of marketing and industrial research as an approach to problem solving. Business cases are used to develop the student's analytical ability and to demonstrate the application of business research fundamentals. *Prerequisite: BUS 38, BUS 160.*

BUS 164 Service Sector Marketing (3)
This course is designed to introduce students to applications and theory of marketing in the service sector. Development of marketing management, market organization, and strategy will be the core of the course. *Prerequisite: BUS 160.*

BUS 165 Service Sector Management (3)
This course examines problems and decisions related to the design, planning, control, and improvement of service systems. Topics explored include market environment for service operations and time-based competition, design of service systems, performance measures of processing systems, planning and control, quality management, capacity and technology choice, information systems, location and distribution management. *Prerequisite: BUS 185.*

BUS 169 Issues of Corporate Responsibility (3)
Application of theories developed in Business Ethics to issues arising in the practice of modern business. Topics will vary by semester but the course will focus on newsworthy items that reflect the state of corporate business ethics. These issues may include marketing ethics, product liability, socially responsible investing, employee welfare and concerns of race and gender. Extensive case analysis is utilized to apply critical thinking skills to real business dilemmas. Introduction to Business Ethics (BUS 92) highly recommended.

BUS 170 Real Estate (3)
Introduction to economics of land ownership and use; fundamentals of ownership; financing; appraisal; management and transfer of residential and other real property, including an introduction to real estate investment issues.

BUS 171/POL 106 Real Estate Law and Management (3)
This course develops those skills necessary to purchase, sell or lease real estate in commercial transactions: Business and legal aspects, purchase and sales contracts, conveyances, mortgage and trust deed transactions, property taxes, landlord and tenant law, wills and inheritance, and estates in land. *Prerequisite: BUS 5.*

BUS 173 Real Estate Investment (3)
Emphasizes problems and methodology for making the real estate investment decision. Includes real estate versus other investments; real estate user and investor requirements; decision models; tax factors and syndication.

BUS 175 Sales Management (3)
This course explore the function of sales and the relationship to the overall marketing program. Topics considered include setting sales objectives, formulation of sales

strategy, development of a sales organization, selecting and working with distributors and dealers, measurement of salesmen's performance, evaluation of sales management performance, control of sales operations, and integration of sales and other marketing activities. *Prerequisite: BUS 160 or consent of instructor.*

BUS 176 Small Business Management (3)
This course comprehensively covers all activities required for the formation of new enterprises and certain aspects of managing growing organizations. The course explores the new venture creation process: business idea generation and evaluation, resource acquisition, customer identification and selling, developing a business plan, organization building, networking, and the technical issues entrepreneurs face in tax, legal, and accounting areas.

BUS 177 Management Information Systems (3)
This course is designed to familiarize the student with the fundamentals of information system development and use - giving students the competitive edge in the workplace of tomorrow. The course explores: (a) conceptual foundations, (b) information systems applications, (c) systems technology - processing, software, programming, (d) systems analysis, (e) management and societal issues. *Prerequisite: BUS 7.*

BUS 178 Women at Work: Multicultural Management-Legal Issues (3)
This course will explore legal, ethical, communication and managerial issues encountered by women in a multicultural workplace. The course will apply contemporary communication and organizational theory to specific multicultural and multigender legal issues, analyzed within a legal framework.

BUS 180AB Advanced Advertising Seminar (3,3)
An advanced seminar covering selected topics in copywriting, graphics, media and buying, advertising, budgeting, planning and management. *Prerequisite: BUS 160 and BUS 161.*

BUS 181 Behavioral Science in Management (3)
A study at both the analytical and experiential level of the interpersonal phenomena which affect managerial behavior. Students learn to increase their behavioral flexibility as well as their social sensitivity to the people-oriented problems in the business environment. *Prerequisites: BUS 185, 160.*

BUS 182 Advanced Finance (3)
Case studies in financial management and capital budgeting. Strategies in debt and equity financing. Portfolio management. *Prerequisites: BUS 130*

BUS 183 Management Seminar (3)
This course is an in depth seminar in area of management and organization. Primary activities include the exploration of advanced and specialized issues in the field. See Department Chair for course topic. *Prerequisite: BUS 185.*

BUS 184 Organizational Behavior (3)
This course brings the insights into human behavior in organizations brought forth by psychology and sociology and centers them on their implications for business organizations. Issues pursued in this course include group dynamics, communications, motivation, leadership, and decision making as well as organizational design, culture, development and change. The discipline of Organizational Behavior is unique in its combined goals of seeking organizational success while advocating employee empowerment.

BUS 185 Principles of Management (3)
This course discusses the four principal functions of management: planning, organization, leadership and control, including quality control, managing cultural diversity, motivation and other leadership issues, decision making, group communication and organization. Case studies explore these topics within the context of business ethics and corporate responsibility to the community. *Prerequisite: BUS 4 (except for those who matriculate into the Weekend College Program)*

BUS 186 Tax Accounting (3)
Statutes, regulations, administrative rulings, and court decisions relating to federal and California income taxes. Audit procedures; partnership and corporate tax returns. *Prerequisites: BUS 15A and 15B, 137.*

BUS 188 Auditing (3)
Audit functions of the CPA. Nature of audit evidence, audit procedures, audit work papers, audit reports, evaluation of internal controls and internal auditing, statistical sampling in auditing; problems of auditing computer-based accounting records. *Prerequisites: BUS 7, 15A, 15B, and 137.*

BUS 189 International Management (3)
Application of modern management theory to the administration of international business. The course will study the impact of multigovernmental policies upon the management of international enterprises. *Prerequisite: BUS 185.*

BUS 190 Business Administration Internship (1-6)
An intensive supervised work experience related the student's major emphasis. Students are responsible for setting up the internship in conjunction with an appropriate faculty member and the Office of Career Planning and Placement. Internships must be approved by the instructor. *Prerequisite: SPR 18.*

BUS 192 Business Policy and Strategy (3)
This course is the "capstone" course for business administration majors. It provides an opportunity to integrate previous studies in functional areas - marketing, finance, economics, accounting, and management. Organizations are analyzed with respect to the effectiveness and appropriateness of strategies and goals in each of the functional areas and the synergies of the functional areas for achieving optimal results consistent with their respective missions. The major topics covered include (a) competitive analysis, (b) the strategic management process, (c) the role of the chief executive officer, (d) strategy formulation and decision making, and (e) strategy implementation and control. *Prerequisites: Lower Division and Upper Division Core Courses. Senior standing required.*

BUS 193 Selected Topics (1-3)
Course, independent study, seminar, or directed readings in current issues in business administration.

BUS 194 Consumer Behavior (3)
This course is designed to explore the complexities of consumer behavior. Through this course students will (a) develop an understanding of the key role of consumer needs and wants, (b) understand the role of marketing information systems, marketing research, buyer behavior and competitive forces (c) explore target market selection, market positioning, and marketing strategies, and (d) examine the consumer perception in the market planning process of product, pricing, promotion and distribution. *Prerequisites: BUS 160, BUS 185.*

BUS 195 International Marketing (3)
Changing international marketing conditions will be studied in conjunction with the total global business environment. Topics will include foreign market surveys, trade promotion, political, legal, economic and cultural environments, multi-national competition, and integration of physical distribution into the marketing systems. *Prerequisite: BUS 160.*

BUS 196 Directed Study (1-3)
Opportunity for directed reading is available to qualified students. The faculty member shares the responsibility with the student, generally planning the readings and/or projects and meeting with the student regularly.

BUS 197 Independent Study (1-3)
Opportunity for independent study is available to qualified students. The student has responsibility for planning, implementing, and presenting the project; the faculty member approves the project, meets with the student several times in the term, and evaluates the final results.

BUS 198 Advanced Accounting (3)
Problems associated with preparation of consolidated financial statements, foreign currency translation, partnerships, and governmental fund accounting. *Prerequisite: BUS 137, BUS 138.*

Chemistry

Departmental Affiliation: Physical Sciences and Mathematics

A student majoring in chemistry receives a comprehensive view of the principles of this science and participates in personalized laboratory instruction and individual research.

A major in chemistry is excellent preparation for graduate studies, medical studies, health science careers, education, scientific writing, and careers in food, petroleum, and textiles. The B.A. degree in chemistry is designed for those interested in secondary science teaching, chemical technology, and other broadly-based careers requiring a science background.

Courses Required for a B.A. Degree in Chemistry

Lower Division:

CHE 1AB	General Chemistry	(3,3)
CHE 1AL/1BL	General Chemistry Laboratory	(1,1)
CHE 6AB	Organic Chemistry	(3,3)
CHE 6AL/6BL	Organic Chemistry Laboratory	(1,1)
MTH 5AB	Calculus I/II	(4,4)
CIS 1B	Computer Processes and Applications B	(3)
PHY 1AB	Introductory Physics IA/IB	(4,3)
	or	
PHY 11AB	Mechanics/Electricity, Magnetism, and Optics	(4,3)
PHY 1BL	Physics Laboratory	(1)

Upper Division:

CHE 107	Biochemistry	(3)
CHE 107L	Biochemistry Laboratory	(1)
CHE 110AB	Physical Chemistry	(4,3)

Plus two additional upper division courses in chemistry. An overall grade point average of 2.0 in major courses is required for the degree.

Total units in Chemistry: 33
Total units in mathematics and physics: 19

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

Courses Required for a B.S. Degree in Chemistry

Lower Division:

CHE 1AB	General Chemistry	(3,3)
CHE 1AL/1BL	General Chemistry Laboratory	(1,1)
CHE 6AB	Organic Chemistry	(3,3)
CHE 6AL/6BL	Organic Chemistry Laboratory	(1)
MTH 5ABC	Calculus I/II/III	(4,4,4)
CIS 1B	Computer Processes and Applications B	(3)
PHY 11AB	Mechanics/Electricity, Magnetism, and Optics	(4,3)
PHY 1BL	Physics Laboratory	(1)

Upper Division:

CHE 107	Biochemistry	(3)
CHE 107L	Biochemistry Laboratory	(1)
CHE 110AB	Physical Chemistry	(4,3)
CHE 111	Physical Chemistry Laboratory	(2)
CHE 199	Research in Chemistry	(3)
Three additional upper division courses in Chemistry		(9)

Total units in Chemistry: 42
Total units in mathematics and physics: 25

Plus general studies requirements and electives totaling 124 semester units. An overall grade point average of 2.0 in major courses is required for the degree.

Pre-Medical/Pre-Dental Preparation

Chemistry Major

Medical schools accept students from any degree program. A strong background in science, including chemistry, biology and mathematics, is recommended for successful performance on the Medical College Admissions Test (MCAT) and for admissions to medical programs. Successful completion of the B.S. or B.A. degree with a major in chemistry provides excellent preparation for medical, dental or pharmaceutical studies.

The Minor in Chemistry

CHE 1AB	General Chemistry	(3,3)
CHE 1AL/1BL	General Chemistry Laboratory	(1,1)
CHE 6AB	Organic Chemistry	(3,3)
CHE 6AL/6BL	Organic Chemistry Laboratory	(1,1)
CHE 107	Biochemistry	(3)
CHE 107L	Biochemistry Laboratory	(1)

Plus one additional upper division course in Chemistry selected from: CHE 110A, 120 or 190. An overall grade point average of 2.0 in requisite courses is required for the minor.

Total units in Chemistry: 23

CHE 1A General Chemistry (3)
Atomic theory, atomic structure and the periodic table; molecular structure and bonding; structure and properties of solids, liquids, and gases; kinetic theory and colligative properties. Lecture, three hours. *Prerequisites: High school chemistry, three years of high school mathematics, and satisfactory score on Chemistry Placement Examination, or grade of C or better in CHE 3 or PHS 1.* **GS-II,IIID**

CHE 1AL General Chemistry Laboratory (1)
Quantitative techniques including gravimetric and volumetric analyses; qualitative techniques including isolation of compounds and descriptive chemistry of inorganic compounds. Laboratory, four hours per week. *Prerequisite: Concurrent enrollment in CHE 1A (recommended) or completion of CHE 1A with a grade of C or better.*

CHE 1B General Chemistry (3)
Equilibria, kinetics, thermodynamics, oxidation-reduction reactions and electrochemistry. Lecture, three hours. *Prerequisite: Grade of C- or better in CHE 1A.*

CHE 1BH General Chemistry: Honors Section (1)
Acid-base behavior, thermodynamics concepts, transition metal complexes, and kinetics. Emphasis will be on research approaches to problem solving and data analysis. Laboratory, four hours per week. *Prerequisite: CHE 1A and consent of instructor. Open only to students admitted to the Honors Programs.*

CHE 1BL General Chemistry Laboratory (1)
Calorimetry and thermodynamics experiments, instrumental methods, including spectrophotometers and pH meters; transition metal chemistry. Laboratory, four hours per week. *Prerequisite: C- or better in CHE 1A and concurrent enrollment in CHE 1B (recommended) or completion of CHE 1B with a grade of C- or better.*

CHE 3 Foundations of Chemistry (3)
An introduction to the principles and laws of chemistry including atomic structure and the periodic table, bonding, nomenclature, stoichiometry, gases, solutions, and introductory organic chemistry. Lecture, three hours. Note: This course is a *Prerequisite to CHE 1A if the student fails to qualify for CHE 1A on the Chemistry Placement Examination.*

CHE 4 Foundations of Chemistry in the Laboratory (1)
Application of fundamental concepts including measurements, empirical formulas, energy in reactions, physical states of matter, and solution behavior. Laboratory, 2 hours. *Prerequisite: Past or concurrent enrollment in CHE 3. It is highly recommended that students take this course concurrently with CHE 3.*

CHE 6A Organic Chemistry (3)
Nomenclature, bonding, structure, and stereochemistry of organic molecules. Introduction to reactions, reaction mechanisms, and organic synthesis. Lecture, three hours. *Prerequisite: Grade of C - or better in CHE 1B.*

CHE 6AL Organic Chemistry Laboratory (1)
Methods of separations, purification, and identification of organic compounds; introduction to synthesis, and fundamentals of scientific writing. Laboratory, four hours per week. *Prerequisite: Concurrent enrollment in CHE 6A (recommended) or completion of CHE 6A with a grade of C - or better.*

CHE 6B Organic Chemistry (3)
Continuation of Chemistry 6A. Reactions of functional groups and aromatic compounds; synthesis. NMR and IR spectroscopy. Introduction to chemistry of proteins, carbohydrates, lipids, and nucleic acids. Lecture, three hours. *Prerequisite: Grade of C - or better in CHE 6A.*

CHE 6BL Organic Chemistry Laboratory (1)
Synthesis and reactions of typical organic compounds; scientific writing; introduction to qualitative analysis, infrared spectroscopy and mass spectrometry. Laboratory, four hours per week. *Prerequisite: Concurrent enrollment in CHE 6B (recommended) or completion of CHE 6A with a grade of C- or better.*

Except where noted, a grade of C or better in Prerequisite courses or consent of the department is required for any upper division Chemistry course.

CHE 104 Qualitative Organic Analysis (3)
Microtechniques, separation of mixtures, derivatives, identification of unknown organic compounds, spectroscopic methods. Lecture, one hour; laboratory, eight hours. *Prerequisite: CHE 6B.*

CHE 107 Biochemistry (3)
The study of the molecular components of cells with emphasis on physical and chemical properties and biological functions. An introduction to enzyme kinetics, bioenergetics and the central pathways of carbohydrate metabolism. Lecture 3 hours. *Prerequisite: CHE 6B.*

CHE 107L Biochemistry Laboratory (1)
Techniques in the isolation and characterization of biomolecules with an emphasis on proteins. Introduction to enzyme kinetics. Laboratory, four hours per week. *Prerequisite: Concurrent enrollment in CHE*

107 (recommended) or completion of CHE 107 with a grade of C- or better.

CHE 109 Advanced Biochemistry (3)
Gluconeogenesis, photosynthesis, biosynthesis of nucleic acids and proteins. Topics from among the following: biophysical spectroscopy, DNA damage and repair, neurochemistry, biochemistry of vision, metals in biochemistry. Lecture, three hours. *Prerequisite: CHE 107 with a grade of C- or better.*

CHE 110A Physical Chemistry: Thermodynamics (4)
Laws of thermodynamics, chemical equilibria and cell emf. Mathematical techniques for the analysis of chemical problems by means of computers. Lecture, four hours. *Prerequisites: CHE 1B, MTH 3B, PHY 11B (or 1B), CIS 1B.*

CHE 110B Physical Chemistry: Dynamics (3)
Kinetic theory, transport processes, chemical kinetics and quantum mechanics. Use of the computer for the analysis of problems in the preceding areas. Lecture, three hours. *Prerequisite: CHE 110A.*

CHE 111 Physical Chemistry Laboratory (2)
Chemical and phase equilibria, electrochemistry, kinetics and transport processes, conductance, diffusion. Laboratory, six hours. *Prerequisite: CHE 110A.*

CHE 120 Instrumental Methods of Analysis (3)
Theory and applications of modern instrumental methods including gas chromatography, various spectroscopic methods and selected electrochemical methods. Lecture, one hour; laboratory, eight hours. *Prerequisite: CHE 6B or consent of instructor.*

CHE 130 Biochemical Methods (3)
Experimental techniques in biochemistry. Chromatography, electrophoresis, and spectroscopic methods applied to the preparation and measurement of biochemical substances. Lecture, one hour; laboratory, eight hours. *Prerequisite: CHE 107.*

CHE 190 Inorganic Chemistry (3)
Chemistry of inorganic systems with emphasis on reaction mechanisms, metal complexes, bonding and periodic relationships. Lecture, three hours. *Prerequisite: CHE 1B.*

CHE 195H Senior Honors Thesis (3)
Open only to students admitted to the honors program.

CHE 196 Internship (1-3)
An intensive work study program for qualified upper division students. The student is responsible for setting up the internship in conjunction with the appropriate faculty and the office of Career Planning and Placement. The internship must be approved by the department chairperson.

CHE 197 Seminar (1-3)

CHE 98/198 Topics in Chemistry (1-3)
Prerequisite: Consent of chemistry staff.

CHE 199 Research in Chemistry (1-3)
Research problems to be arranged with individual faculty members. *Prerequisite: Consent of chemistry staff.*

Child Development

Departmental Affiliation: Psychology

The Child Development major provides an interdisciplinary approach to the understanding of young children as individuals and as members of society. Courses in this major are those specifically relevant to child development in the departments of psychology, education, sociology, art, music and English. The Child Development Major is recommended primarily for individuals who seek careers working with children and their families in child care, educational, or social service settings.

Students who plan this major at the outset of their college careers may elect to take courses in their first two years through the Education Department at the Doheny Campus to qualify for the Child Development Teacher Permit. *(See the Early Childhood Education Program* under the Education Department listing.)

Course Requirements for a B.A. Degree:

I. ***Psychology*** (9 to 21 upper division units, including the following:)

PSY 1	Introduction to Psychology	(3)
PSY 12	Child/Human Development	(3)
PSY 113	Child and Adolescent Development and Learning Across Cultures	(3)
PSY 192	Practicum (in a child development setting)	(3)

II. ***Sociology*** (1 of the following courses required; 3 upper division units required)

SOC 6	The Family, Child and Community	(3)
SOC 104	The Family	(3)

III. ***Art*** (minimum 3 units, chosen from the following:)

ART 145	Art and Crafts in the Classroom	(1)
ART 3	Visual Thinking	(3)
ART 5	Fundamentals of Art	(3)
ART 173	Multiculturalism and the Visual Arts	(3)

IV. ***Music*** (minimum 3 units, chosen from the following:)

MUS 130	Creative Music Experience	(1)
MUS 116	Music of World Culture	(3)
MUS 6/106	The Fine Arts: Music	(3)

V. ***Education***

EDU 33/133	Visual and Performing Arts for the Young Child	(3)

VI. ***English*** (minimum 6 units, chosen from the following:)

ENG 104	Expository Writing	(3)
or		
ENG 105	Advanced Composition	(3)
or		
ENG 106	Creative Writing	
ENG 34	Literature and the Young Child	(3)
or		
ENG 134	Children's Literature	(3)

VII. *Biology* (minimum 3 units, chosen from the following:)

BIO 10	Health Science	(3)
BIO 112	Nutrition	(3)
	Needs approval of advisor	

VIII. ***Additional upper division courses, chosen in consultation with an advisor, from the fields of Psychology, Sociology, Art, Music, Education, English, and Biology*** (Minimum 30 upper division units, including the required courses listed above).

Recommended Courses:

Especially for Students Interested in Pursuing Graduate Study:

PSY 40	Statistics	(3)
PSY 106	Basic Research Methods	(3)
PSY 106L	Basic Research Methods Lab	(1)
PSY 134	Learning and Memory	(3)

Especially for Students Interested in Counseling and Social Services:

PSY 155	Psychological Testing	(3)
PSY 168	Abnormal Psychology	(3)
PSY 125	Introduction to Counseling	(3)
PSY 172	Developmental Psychology	(3)
PSY 139	Child Abuse and Family Violence	(3)
SOC 180	Social Stratification	(3)
SOC 110	Deviant Behavior: Juvenile Delinquency,	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 175	Urban Sociology	(3)

Especially for Students Interested in Working with Children with Special Needs:

EDU 170	Educating Students with Disabilities	(3)
EDU 172	Classroom Management for Students with Learning and Behavior Problems	(3)
PSY 114	Psychological Aspects of Children with Chronic Impairments	(3)
PSY 116	Introduction to Children with Visual Handicaps	(3)
PSY 118	Intervention with Children with Multiple Handicaps	(3)

Especially for Students Interested in Child Care and Education:

EDU 31	Introduction to Early Childhood Education: Profession and Programs	(3)
EDU 32	Early Childhood Education: Observation and Curriculum Planning	(3)
EDU 37	Infant and Toddler Development and Care	(3)
EDU 150	Elementary Curriculum: Theory and Practice	(3)
EDU 138C	Organization and Administration of Early Childhood Education Programs: Managing Non-Profit Organizations	(3)

Students may petition the Child Development Program Advisor to substitute other relevant courses in the program.

Total units in the interdisciplinary major areas: 39

Plus general studies requirements and electives totaling 124 semester units including the foreign language requirement.

All courses are described in the respective department listings.

Requirements for the Child Development Minor
18 units from the following (12 units must be upper division):

PSY 12	Child/Human Development	(3)
PSY 192	Clinical Practicum (in a child development setting)	(3)
SOC 6	Family, Child, and Community	(3)
or SOC 104	The Family	(3)

Electives:

PSY 113	Child & Adolescent Development and Learning Across Cultures	(3)
MUS 130	Creative Music Experience	(1)
ART 145	Arts & Crafts in the Classroom	(1)
ENG 34	Literature for the Young Child or	
ENG 134	Children's Literature	(3)

Other appropriate courses may be submitted with the permission of the Child Development Program Advisor.

The Minor in Computer Information Science

The minor in Computer Information Science (CIS) is designed to complement any major by providing students with an understanding of computing, networking, multimedia, electronic information resources, systems and the Internet. Using the knowledge, skills and experience from these technologies, students will be able to solve problems in a variety of contexts.

This minor will assist students in acquiring valuable skills to enable them to cope with the rapid changes in technology that are affecting and will continue to affect their personal and professional lives. Ever-changing hardware and software continue to permeate research laboratories and offices throughout the world. The growing need to understand and use the Internet in research and commerce further increases the importance of this course of study. This is a very dynamic minor and requirements will change as needed due to the ever-changing state of technology.

Further information on this minor will appear in the Catalogue Supplement 2001-02.

CIS 1A Computer Processes and Applications A (3)
Description of the computer and its logical structure and functioning including hardware (processors, storage, and communications), networking, and levels of software. Introduction to BASIC programming languages and binary systems. Use of application programs for word processing, spreadsheets, databases, presentations, Internet, and e-mail. *Prerequisite: Satisfactory score on the mathematics placement examination or completion of MTH 2x.*

CIS 1B Computer Processes and Applications B (3)
An exploration of computer processes: data and file structure; databases and retrieval of information; programming using various languages (which may include BASIC, Fortran90, C, Perl, Java, and Prologue).*Prerequisite: Grade of C or higher in CIS 1A or consent of instructor.*

Economics

Departmental Affiliation: Business Administration

ECO 1 Microeconomics (3)
An exploration of the economic affairs of industries and the individual business firm. This course introduces the price system, the law of supply and demand and economic analysis of individual markets such as labor or international trade. **GS-IIIF**

ECO 2 Macroeconomics (3)
An introductory analysis of the aggregate economic system. This course discusses methods of recording and determining gross national product, employment, price stability, fiscal and monetary policy. **GS-II, IIIG**

ECO 44 Personal Finance (3)
Emphasis on the principles underlying financial security and investment planning; the study of credit institutions, the stock market, and home buying through special projects and experiences in the field. Does not count as an upper level business requirement for Business students.

ECO 112/112H Economic History of Europe (3)
This course will offer a unified explanation for the growth of Western Europe from AD 900 to 1900, with particular emphasis on the evolution of economic institutions. These institutions include property rights, banking and credit, public finance, forms of business organizations and wage labor. See also HIS 112. **GS-IIIF**

ECO 113 Economic History of the United States (3)
A study of the economic development of the United States, including agriculture, industry, labor, commerce, finance, and transportation.

ECO 135 Money and Banking (3)
The nature and functions of money and credit, the banking system, monetary policy in the domestic and international economics.

ECO 193 Selected Problems (1-3)
Courses, workshops, seminars, or directed readings. May be repeated for credit.

ECO 194 Banking Issues (3)
This course studies the nature and functions of money and credit, including the banking system, the federal reserve structure and monetary policy. The course will emphasize recent developments in the financial industry.

ECO 195 International Economics (3)
The general principles of international regulations and trade; the problems of developing countries and theories of growth and development; progress toward economic integration and cooperation in Europe, Latin America and Africa. **GS-IIIG**

Education

The Education department offers the following undergraduate and graduate programs for the preparation of teachers and school administrators:

Undergraduate

Early Childhood Education in conjunction with Associate Degree

Multiple Subject (Elementary CLAD/BCLAD) Teacher Preparation Program in conjunction with a Baccalaureate degree and a Liberal Studies major

Single Subject (Secondary CLAD/BCLAD) Teacher Preparation Program in conjunction with a Baccalaureate degree and an academic Subject Matter Preparation Program

Preliminary Education Specialist (Special Education CLAD/BCLAD): Mild/Moderate Disabilities Teacher Preparation Program in conjunction with a Baccalaureate degree and a Liberal Studies or academic Subject Matter Preparation Program

Graduate

Credentials:

- Preliminary Multiple Subject (Elementary) with a CLAD or BCLAD Emphasis
- Preliminary Single Subject (Secondary) with a CLAD or BCLAD Emphasis
- Professional Clear
- Preliminary Education Specialist: Mild/Moderate Disabilities (Special Education)
- Preliminary Administrative Services

CLAD Certificate

- Master of Science in Education
- *with concentrations in:*
- Administrative Services
- Special Education: Mild/Moderate Disabilities
- Individually Designed Program

Master of Science in Education *in conjunction with:* Preliminary Multiple Subject Credential with a CLAD or BCLAD Emphasis Preliminary Single Subject Credential with a CLAD or BCLAD Emphasis Preliminary Education Specialist: Mild/Moderate Disabilities Credential

Early Childhood Education Program

A.A. Degree with a Specialization in Early Childhood Education

The Associate Degree Program with a specialization in Early Childhood Education is designed for the student who wishes to enter the field of preschool teaching directly upon graduation. At the completion of the two-year program, the student is qualified to teach in child development programs (pre-kindergarten) or to transfer to a four-year program to complete a Bachelor of Arts degree in Child Development, or to complete the requirements for a Bachelor of Arts degree with a Liberal Studies Major and to apply for admission to the Preliminary Multiple Subject CLAD or BCLAD Emphasis Teaching Credential Program.

Program Requirements

Core Courses

EDU 31	Introduction to Early Childhood Education: Profession and Programs	(3)
EDU 32	E. C. E.: Observation and Curriculum Planning	(3)
EDU 33	The Visual and Performing Arts for the Young Child	(3)
EDU 37	Infant and Toddler Development and Care	(3)
EDU 39	Supervised Field Work: Preschool (taken during last semester)	(6)
ENG 34	Literature for the Young Child	(3)
PSY 12	Child/Human Development	(3)
PSY 35	Language and Concept Development of the Young Child	(3)
SOC 6	Family, Child, and Community	(3)

General Requirements

PSY 1	General Psychology	(3)
BIO 10	Health Science	(3)
PHI 15	Challenges in Philosophy	(3)
or		
PHI 10	Critical Thinking	(3)

A.A. Program Requirements

SPR 80	Freshman Orientation	(1)
ENG 6AB	Written and Oral Communication	(3,3)
	Religious Studies course	(3)
	Humanities course	(3)

Recommended Electives

Courses in Spanish and Physical Education

The two-year program at the Doheny Campus fulfills coursework and fieldwork requirements for a **Child Development Teacher Permit.** The requirements as established by the California Commission on Teacher Credentialing are the following:

1. Completion of an Associate of Arts degree or higher in early childhood education.
2. A supervised field experience (EDU 39) in an early childhood education setting.
3. The candidate must have earned a "C" or above in each course used for the permit.

This permit is issued for five years and is renewable for successive five-year periods with the completion of 105 hours of professional growth. A Child Development Teacher Permit authorizes the holder to provide service in the care, development, and instruction of children in a child development program, and supervise a Child Development Permit Associate Teacher, a Child Development Permit Assistant, and an aide.

As Title 5 California Administrative Code Regulations pertaining to revisions in the Child Development Permit are enacted, notification of such revisions are made to students who are enrolled in the program, as well as those who make inquiry regarding it. It is recommended that those reading this section for the first time inquire as to whether the regulations stated here have undergone revision by the state.

Admission Requirements

To be accepted as an Early Childhood Education major, a student entering Mount St. Mary's College must have a GPA of 2.5. SAT or ACT scores are also considered; an interview may be required. Transfer students applying for the Early Childhood Education program after college experience must have a GPA of 2.25 in college-level courses, grades of C or better in all Early Childhood Education courses accepted for transfer, and a grade of C or better in a college-level (non-remedial) English course.

Specific Program Requirements

The student must complete all Early Childhood courses with a grade of C or better. A grade of C or better must also be achieved in ENG 6AB.

Because of a demand in Southern California for preschool teachers who can demonstrate speaking and writing ability in the Spanish language, students are encouraged to take courses in Spanish in conjunction with the program.

Students in the Early Childhood Education specialization must be able to establish rapport with very young children and their families. They must be able to create an environment where children can discover themselves; to do this, they need broad knowledge of children's physical, social/emotional and cognitive development. Coursework, including observation, participation, and supervised teaching of children, is designed to enable students to demonstrate expertise in these areas within the two-year period.

Multiple Subject Teacher Preparation Program
B.A. Degree with a Liberal Studies Major

Preparation for certification as an elementary teacher in California consists of two components, academic preparation and professional preparation. The undergraduate student interested in elementary school teaching completes a Liberal Studies major to satisfy the academic preparation requirements and the Multiple Subject Teacher Preparation Program to satisfy the professional requirements. It is possible to complete both the academic and professional preparation as an undergraduate and graduate with a preliminary teaching credential. Units taken in the teacher preparation program may count toward the bachelors degree, but are not required for the Liberal Studies major or for graduation. Contact with program advisers and directors is especially important for undergraduate students planning to complete preparation for teacher certification as an undergraduate.

Students who do not complete the Liberal Studies waiver program may satisfy the academic preparation requirements for a credential by achieving a passing score on the state-required Multiple Subject Assessment for Teachers (MSAT) exam. Students may fulfill the State of California requirements related to the United States Constitution by completing a general studies requirement which includes study of the U.S. Constitution. The Reading Instruction Competence Assessment (RICA) must be passed to obtain a preliminary credential.

For additional information about the Multiple Subject teaching credential requirements contact the Education department. It is particularly important to obtain individual advisement because the California Commission on Teacher Credentialing regulations are subject to change.

The Liberal Studies major is described on page 182. The professional preparation program for the Multiple Subject Teaching Credential with CLAD or BCLAD emphasis is described on page 134.

Single Subject Teacher Preparation Program B.A. Degree with an Academic Subject Matter Preparation Program

Preparation for certification as a secondary school teacher in California consists of two components: (1) academic preparation and (2) professional preparation. In addition, other state requirements must be met, as in (3) below.

(1) Academic Preparation. The undergraduate student interested in secondary school teaching majors in the academic subject she plans to teach and meets other requirements for subject matter competence as defined by the CCTC. Prior to supervised teaching, students must verify their competence in their teaching field by either passing appropriate state-required exams in the selected subject-matter area, or completing a state-approved academic program of course work in the subject-matter area.

Mount St. Mary's College has state-approved academic subject matter preparation programs in the fields of English and Social Science. Students are encouraged to consult with the Director of Secondary Education at Doheny and their academic advisor to obtain an Advisement Tool for these programs. Students who wish to teach other subject areas for which Mount St. Mary's College does not have an approved subject matter program must pass the state-required tests prior to supervised teaching.

(2) Professional Preparation. Simultaneously with the academic studies, undergraduate students complete the Single Subject Teacher Preparation Program courses to satisfy professional requirements. Three pre-requisite courses, three professional preparation courses, and supervised teaching comprise the program. Fieldwork in public schools affiliated with the Education Program is required in each professional preparation class. The student must be able to arrange for transportation to fieldwork sites.

Refer to page 135 for the course list. Also see page 133 for program requirements and pages 139-141 for supervised teaching policies. Units taken in the Teacher Preparation Program may count toward the bachelors degree but are not required for graduation.

(3) Other Requirements. Students who wish to teach in California must also fulfill the requirement related to the United States Constitution. *Political Science 1 American Government and Institutions* currently meets this state requirement. If a student wishes to fulfill this requirement by taking a course off-campus, she must submit for approval an equivalency petition to the Director of Secondary Education prior to enrollment. For additional information about the Single Subject teaching credential requirements, contact the Education department.

Students interested in the Single Subject Credential are urged to contact the Education department as early as possible to obtain individual advisement.

Preliminary Education Specialist: Mild/Moderate Disabilities Teacher Preparation Program in Conjunction with a B.A. Degree

Preparation for certification as a special educator in California consists of two components, academic preparation and professional preparation. The undergraduate student interested in teaching students with mild/moderate disabilities selects an elementary or secondary emphasis and completes a Liberal Studies major for the elementary emphasis or an approved academic Subject Matter Preparation Program for the secondary emphasis. Either of these programs satisfies the academic preparation requirements. Students may also satisfy the academic preparation requirements by achieving a passing score on an appropriate state-approved exam.

The student completes the Preliminary Education Specialist: Mild/Moderate Disabilities Teacher Preparation Program to satisfy the professional preparation requirements. It is possible to complete both the academic and professional preparation as an undergraduate. Units taken in the teacher preparation program may count toward the bachelors degree, but are not required for the Liberal Studies major or for graduation. Contact with the special education program adviser is especially important for students planning to complete preparation for special education teacher credentialing as an undergraduate.

The Liberal Studies major is described on page 182. For information about the approved academic Subject Matter Preparation Programs for a secondary emphasis, contact the Education department. The professional preparation program for the Preliminary Education Specialist: Mild Moderate Disabilities Credential is described on page 136.

Teaching Credential Programs

Preliminary Multiple Subject Credential with a CLAD or a BCLAD Emphasis

Preliminary Single Subject Credential with a CLAD or a BCLAD Emphasis

Preliminary Education Specialist: Mild/Moderate Disabilities Credential

California requires a baccalaureate degree, subject matter preparation program or passage of the appropriate state-approved exams, and a program of professional preparation for a preliminary teaching credential. The preliminary credential is valid for five years, within which the candidate must meet other requirements. See below for a description of each preliminary credential program.

Professional Clear Credential

For Professional Clear Multiple and Single Subject credentials, thirty post-baccalaureate degree semester units must be completed within five years of the issuance date of the preliminary credential. The "fifth" year program must include the California credential requirements in special education mainstreaming (EDU 270), health education (BIO 10), and technology education (EDU 205). A workshop in Adult, Child, and Infant CPR with an accredited organization is also required. A Masters degree or a specialist or services credential program may be pursued concurrently with the fifth year requirements. The recommendation of an approved college or university is required in order to obtain a professional clear credential. Mount St. Mary's College is approved to grant such recommendations.

Students in the Professional Education Specialist: Mild/Moderate Disabilities program must hold a special education position. Each student develops a Professional Induction Plan with a district support provider and a college advisor outlining coursework and professional development activities that will meet the student's professional goals.

Credential legislation and regulations are subject to change. It is the student's responsibility to contact the Education department about current requirements.

Admission to Credential Programs

Undergraduate candidates for a Teacher Preparation Program apply directly to the Education department for admission. Graduate candidates apply through the graduate division (see Graduate Degree Admissions Policies, p. 75). Ongoing contact with program directors and advisors is important, as teaching credential requirements are subject to change.

Requirements for admission include:

1. completion of the appropriate application form and payment of fee with statements affirming the moral character of the candidate according to guidelines provided by the California Commission on Teacher Credentialing
2. a pattern of academic competence: a minimum grade point average of 2.5 on a four-point scale, documented by official transcripts
3. two letters of recommendation indicating suitability for teaching and potential for success in the Teacher Preparation Program
4. interview with members of the Education department related to professional attitude, goals, and personal qualifications
5. a passing score on the California Basic Skills Test (CBEST)
6. verification of medical clearance for tuberculosis
7. for graduate students, a baccalaureate degree from an accredited college or university. Degrees earned outside the United States must be evaluated for equivalency by an agency approved by the California Commission on Teacher Credentialing. The Education department provides a list of approved agencies.

8. for students applying to the Professional Level II Education Specialist: Mild/Moderate Disabilities program, a copy of the verification of employment as a full-time teacher in a special education position serving students with mild/moderate disabilities (CCTC form CL777.1) and a copy of a valid Preliminary Level I Education Specialist: Mild/Moderate Disabilities credential or Certificate of Eligibility for the credential.

Applications are accepted at any time. Students may enroll in one course prior to program acceptance.

Students who have attempted but not passed the CBEST and who have met all other admission requirements may petition for conditional admission into a Teacher Preparation Program. Conditional admission will allow a student to complete the course work required for the credential. Advancement to student teaching is contingent upon successful completion of the CBEST, official admission to a Teacher Preparation Program, and other requirements stipulated on the Intent to Student Teach form.

Admission to a teacher preparation program does not guarantee that a credential will be granted. The Committee on Admissions reserves the right to dismiss from a teacher preparation program a candidate who does not meet program requirements.

Preliminary Multiple Subject and Single Subject Credential Programs with a CLAD and BCLAD Emphasis

The California Legislature, through the California Commission on Teacher Credentialing, has created a credential for teachers who work with the diverse California population of students as well as English language learners. Mount St. Mary's College offers programs that lead to the Cross-cultural, Language, and Academic Development (CLAD) emphasis credential and the Bilingual Cross-cultural, Language, and Academic Development (BCLAD) emphasis credential.

Coursework for the CLAD and BCLAD emphasis credentials includes teaching approaches successful with all students, including English language learners, such as Specially Designed Academic Instruction in English (SDAIE) techniques; knowledge of culture and cultural diversity, particularly of the peoples of California; and understanding of linguistics and language acquisition and development.

The following programs for the Multiple Subject Credential and Single Subject Credential have been carefully planned to meet the state requirements for the CLAD and the BCLAD credentials. Please contact the Education department for more information.

Cross-cultural, Language, and Academic Development Emphasis Credential (CLAD) Programs

Prerequisite Language Requirement for both Multiple and Single Subject Programs: 6 semester units of language (or equivalent or passage of competence test)

Multiple Subject CLAD Program

Prerequisite Courses (9 units)

PSY 113 or EDU 251	Child and Adolescent Development and Learning Across Cultures	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
or		
EDU 152/252	Culture and Cultural Diversity	(3)
ENG 102	Structure of Modern English	(3)
or		
EDU 253	Linguistics Applied to Diverse Student Populations	(3)

Professional Preparation Courses (12 units)

EDU 150/250	Elementary Instruction: Theory and Practice	(3)
EDU 154/254	Mathematics and Science: Elementary Curriculum	(3)
EDU 155/255	Social Science and the Arts: Elementary Curriculum	(3)
EDU 156/256	Language and Literacy: Elementary Curriculum	(3)

Note: The Reading Instruction Competence Assessment (RICA) must be passed before a candidate can apply for a preliminary credential.

Supervised Teaching (7-13 units)

EDU 116/316A	Supervised Teaching: Elementary Fieldwork (in Teacher Center	(12)
EDU 316B	Supervised Teaching: Elementary Fieldwork (in Teacher Center)	(6)
or		
EDU 316C	Supervised Teaching: Elementary Fieldwork (in own classroom)	(6)
EDU 120/320	Supervised Teaching Seminar	(1)

Note: Credential candidates in private schools must also complete a two-week intensive in a Mount St. Mary's College Teacher Center as part of their supervised teaching.

A two-week intensive in a bilingual class is required of BCLAD credential candidates who are employed in classrooms where instruction is in English.

Single Subject CLAD Program

Prerequisite Courses (9 units)

PSY 113 or EDU 251	Child and Adolescent Development and Learning Across Cultures	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
or		
EDU 152/252	Culture and Cultural Diversity	(3)
ENG 102	Structure of Modern English	(3)
or		
EDU 253	Linguistics Applied to Diverse Student Populations	(3)

Professional Preparation Courses (9 units)

EDU 160/260A	Secondary Instruction: Theory and Practice	(3)
EDU 160/260B	Secondary Curriculum	(3)
EDU 162/262	Language and Literacy: Secondary Curriculum	(3)

Supervised Teaching (7-13 units)

EDU 164/364A	Supervised Teaching: Secondary Fieldwork (in Teacher Center)	(12)
or		
EDU 164/364B	Supervised Teaching: Secondary Fieldwork (in Teacher Center)	(6)
EDU 364C	Supervised Teaching: Secondary Fieldwork (in own classroom)	(6)
and		
EDU 120/320	Supervised Teaching Seminar	(1)

Note: Credential candidates in private schools must also complete a two-week intensive in a Mount St. Mary's College Teacher Center as part of their supervised teaching.

A two-week intensive in a bilingual class is required of BCLAD credential candidates who are employed in classrooms where instruction is in English.

Cross-cultural, Language, and Academic Development (CLAD) Certificate Program

Students may wish to "upgrade" their existing Multiple or Single Subject Credential by earning a CLAD Certificate. The candidate meets with an education advisor to develop an individual plan. The policy of the California Commission on the Credentialing of Teachers is that equivalencies are not accepted for the certificate courses.

Bilingual Cross-cultural, Language, and Academic Development (BCLAD) Emphasis Credential Program (Spanish)

In addition to the coursework for the Multiple Subject, Single Subject CLAD Emphasis Credential, 9 units of prerequisite courses in the Spanish and Education departments are required. Entry level and exit level fluency in Spanish are also required. Please contact the Modern Languages department or the Education department for the Language Specification Advisement Tool.

SPA 115/215	Applied Linguistics	(3)
SPA 145/245	Cultures of the Spanish Speaking Peoples of the Americas	(3)
EDU 159/259	Bilingual Methodology	(3)

Preliminary Level I Education Specialist: Mild/Moderate Disabilities Credential

The Education Specialist Credential program at Mount St. Mary's College prepares teachers to work with students with mild/moderate disabilities which includes students with learning disabilities, mental retardation, serious emotional disturbance, and health impairments. These teachers may be employed in their own classroom, in a resource specialist position, or in an inclusion specialist position serving special education students in general education settings.

Students begin their preparation in the Preliminary Level I program with general and special education course work and field experiences, including supervised teaching. The Preliminary Education Specialist program is open to undergraduates and graduates. Undergraduate students enroll in the 100 level courses; graduate students enroll in the 222/300 level courses. For the general education requirements, students select an elementary or a secondary emphasis. All courses include fieldwork experiences in general or special education public school classrooms.

When students complete the Preliminary Education Specialist program and obtain a special education teaching position, they begin the Professional Level II Education Specialist Credential program (see below).

General Education Requirements (9 units)

ENG 102 or	Structure of Modern English	(3)
EDU 253	Linguistics Applied to Diverse Student Populations	(3)
EDU 150/250 or	Elementary Instruction: Theory & Practice	(3)
EDU 160A/260A	Secondary Instruction: Theory & Practice	(3)
EDU 156/256 or	Language & Literacy: Elementary Curriculum	(3)
EDU 162/262	Language & Literacy: Secondary Curriculum	(3)

Special Education Requirements (15 units)

EDU 170/270	Educating Students with Disabilities	(3)
EDU 171/271	Educational Assessment of Students with Disabilities	(3)
EDU 172/272	Classroom Management for Students with Learning & Behavior Problems	(3)
EDU 175/275	Language Arts Instruction for Students with Special Needs	(3)
EDU 176/276	Content Area Instruction for Students with Special Needs	(3)

Supervised Teaching Requirements (13 units)

EDU 116/316 or	Supervised Teaching: Elementary Fieldwork	(6)
EDU 164/364	Supervised Teaching: Secondary Fieldwork	(6)
EDU 178/378	Supervised Teaching: Mid/Moderate Disabilities	(6)
EDU 120/320	Supervised Teaching Seminar	(1)

Additional Requirements for CLAD Certificate (6 units)

PSY 113 or EDU 251	Child & Adolescent Development & Learning Across Cultures	(3)
SOC 161 or	Majority/Minority Relations	(3)
EDU 252	Culture & Cultural Diversity	(3)

Professional Level II Education Specialist: Mild/ Moderate Disabilities Credential

Students are eligible to begin the Professional Education Specialist program when they complete the Preliminary Education Specialist program and obtain a special education teaching position working with students with mild/moderate disabilities. This must be a full-time, long-term position. Teachers in day-to-day substitute or long-term substitute positions are not eligible for this program.

In the Professional Education Specialist program, students work with a district support provider and a college advisor to develop a Professional Induction Plan that includes advanced coursework, professional experiences, and a one-year mentorship under an assigned support provider. The program is designed to meet the student's individual needs and professional development goals. Students may complete a CLAD certificate, a masters degree, a multiple or single subject credential, or non-college professional development activities as a part of their Professional Education Specialist program. The program, including 30 post-baccalaureate degree units, must be completed within five years of the issuance date of the preliminary credential.

Core Special Education Requirements (10 units)

EDU 321	Professional Induction Planning Seminar	(.5)
EDU 281	Advanced Issues in Assessment and Instruction of Students with Special Needs	(3)
EDU 282	Consultation and Collaboration for Students with Special Needs	(3)
EDU 283	Supportive Environments for Students with Behavioral and Emotional Needs	(3)
EDU 322	Professional Educator Evaluation Seminar	(.5)

Elective (3 units) or non-university option (45 hours)

Depending on their individual needs and professional goals, students may elect to complete their Level II special education requirements by taking a three unit elective course or by completing 45 hours of approved professional development activities. Students who choose to take a three unit elective are encouraged to select a course that will enable them to pursue a CLAD certificate, Multiple Subject Credential, Single Subject Credential, or Masters degree (see additional requirements for these program listed below) in conjunction with the Level II program.

Professional Clear Requirements (5 units)

EDU 305	Technologies for Teachers	(3)
CPR	Health Education	(2)

Additional Requirements for CLAD certificate (6 units)

EDU 251	Child & Adolescent Development & Learning Across Cultures	(3)
EDU 252	Culture and Cultural Diversity	(3)

Language Requirement: 6 semester units of language or equivalent or passage of competence test

Additional Requirements for Multiple Subject Credential (12 units)

CLAD certificate courses (see above)		(6)
EDU 254	Mathematics and Science: Elementary Curriculum	(3)
EDU 255	Social Science and the Arts: Elementary Curriculum	(3)

Additional Requirements for Single Subject Credential (9 units)

CLAD certificate courses (see above)		(6)
EDU 260B	Secondary Curriculum	(3)

Additional Requirements for Masters Degree (6)

EDU 200	Research Methods	(3)
EDU 296	Masters Project	(3)

Credential Course Equivalency

Candidates who have had previous courses/experience which are equivalent to the Mount St. Mary's College credential requirements may petition through the credential program advisor to have such courses/experience accepted in lieu of the prescribed coursework. Courses for which equivalency is granted must have been completed no more than seven years previous to the date of petition, with a grade of "B-" or better. Courses must have been taken for a letter grade. Narrative assessment will be considered. Pass/Fail or Credit/No Credit courses are not accepted for course equivalency. Courses completed seven or more years ago or courses with a grade of "C+" or below will not be accepted as equivalent to required courses. It is the candidate's responsibility to obtain, complete, and submit the required petition forms and supporting documents to the credential program director. The program director makes a recommendation in consultation with the individual who is responsible for the course for which the candidate is seeking equivalency. The department chair reviews this recommendation. No grades or unit credits are granted or indicated on the candidate's transcript as a result of this process. However, completion of the equivalency is indicated in the candidate's advisement file. No more than six units may be fulfilled in this manner to qualify for the Mount St. Mary's College recommendation for the credential.

Policies for Supervised Teaching

The supervised teaching experience in the Teacher Preparation Programs is structured to address the diverse levels of teaching experience of our credential candidates. An important part of candidates' initial advisement is the determination of how they will fulfill the supervised teaching requirement based on their previous experience and present situation.

Those planning to register for supervised teaching must meet with their advisor at least one semester before the beginning of the semester in which they plan to register for this experience, and complete an Intent to Student Teach form.

Prerequisites for Supervised Teaching

1. Official admission to the Teacher Preparation Program (includes passage of the CBEST)
2. Verification of subject matter competence by either:
    - (Multiple Subject undergraduate candidates) completing with a 2.5 GPA at least four-fifths of an approved Liberal Studies major. (Multiple Subject graduate candidates) providing proof of completion of an academic preparation program or passing the state-approved subject matter examination approved by the California Commission on Teacher Credentialing

- (Single Subject candidates) completing with a 2.5 GPA at least four-fifths of an approved Subject Matter Preparation Program in the discipline area in which they plan to teach or passing the state-required tests
- (Education Specialist candidates) completing with a 2.5 GPA at least four-fifths of an approved Subject Matter Preparation Program or passing the appropriate state-required tests.

3. Successful completion of the appropriate prerequisite coursework and professional preparation coursework with at least a 3.0 GPA.
4. Application for a Certificate of Clearance.
5. (Inservice Teachers only) Approved Equivalency Petition forms for those requesting waiver of 6 units of supervised teaching.

Options to Meet Equivalency for Supervised Teaching

Option I: Full Time Supervised Teaching

The full time supervised teaching experience of 12 units occurs over one semester (see Edu 116A/316A, 164A/364A, or 178B/378B below). Students are placed in Mount St. Mary's College Teacher Centers (Mount St. Mary's-affiliated local public schools) with cooperating teachers for two six-to-seven week assignments. Students do not make their own arrangements for student teaching placement. Students are guided in teaching techniques by the cooperating teacher and the college supervisor through two assignments at varying grade levels and with culturally and linguistically diverse student populations. BCLAD candidates will have at least one assignment in a bilingual classroom. A bi-weekly seminar supports the supervised teaching experience.

Option II: Supervised Teaching for In-Service Teachers

Option II is available only to candidates whose schools are located in Los Angeles County.

Candidates who are full time, contracted teachers may fulfill the supervised teaching component in their own classroom (see Edu 316C, Edu 364C, or Edu 378C below). Multiple Subject candidates must be teaching in a self-contained classroom in grades K-6. Single Subject candidates must be teaching in a departmentalized setting, in the subject area in which they are pursuing a credential, and in grades 6-12.

Education Specialist candidates must be teaching in a classroom appropriate to their emphasis for their general education supervised teaching. For their special education supervised teaching, they must be teaching in a Special Day Class or Resource Specialist Program for students with mild/moderate disabilities.

Teachers who have taught successfully on a full-time, paid basis in the appropriate subject area and level for at least two years prior to the supervised teaching semester may petition to have six of the required 12 units of supervised teaching waived. For those who successfully waive six units of supervised teaching, the remaining six units may be fulfilled in their own classroom in one semester. (If waived, units are not awarded.) Students must submit documentation that their teaching assignment has been and continues to be a full time, paid teaching position and that the subject matter and level are congruent with the credential sought. For secondary credential candidates, other requirements apply; please see the Program Director. Equivalency petitions are available from the education advisor and must be approved by the program director prior to enrollment in supervised teaching.

For those teachers with less than two years of teaching experience, supervised teaching may be fulfilled by two semesters in their own classroom; candidates register for a total of 12 units, 6 units each semester (see EDU 316C or 364C below).

For candidates who choose Option II and who teach in a private school, an intensive two-week fieldwork experience in a public school is also required and arranged on an individual basis for each in-service candidate. For Option II BCLAD candidates who teach in classrooms where instruction is in English, a two-week intensive in a bilingual classroom is required. An additional fee is required for the intensive fieldwork (see EDU316L or 364L below).

Grading Policies:

All education program courses, liberal studies courses, and subject matter preparation courses must be taken on a letter grade basis, except EDU 39, 100, 101, 102, supervised teaching, and administrative field experience, which are CR/NC courses.

Students completing a Liberal Studies major or one of the approved academic Subject Matter Preparation Programs at Mount St. Mary's College must maintain an overall grade point average of 2.5. Courses in the major or the Subject Matter Preparation Programs in which a D or below is received must be repeated or an equivalent course taken. Failure to maintain the 2.5 GPA places a student on probation. (See p. 41 for the college probation policy.)

Candidates for teaching credentials must maintain a GPA of 3.0 in education program Courses, include prerequisites. If a student's GPA in education classes drops below 3.0 in any semester, the student is placed on probation for the next semester. If the student does not attain a GPA of a 3.0 in the program within two semesters on probation, the student will be disqualified from the Teacher Preparation Program. Students may repeat education courses in which a grade of C- was earned to raise the GPA to 3.0.

Course credit is not granted for a grade of D or F in an education course. A student may repeat the first course in which a grade of D or F is received. Receiving a second D or F, either in the repeated course or in another course in the program, results in disqualification from the Teacher Preparation Program. This policy includes the courses required for the professional clear teaching credential.

For supervised teaching, students will be assigned credit (CR) for the experience if their performance in the Supervised Teaching course is evaluated as "C" quality or better. If a student's work is evaluated as work of below "C" quality, no credit (NC) will be awarded. Students receiving a grade of NC may petition to re-register for 6 to 12 units of supervised teaching.

Preliminary Administrative Services Credential

The Mount St. Mary's College credential program is approved by the California Commission on Teacher Credentialing (CCTC) for the preparation of entry-level administrators for K-12 schools. Prerequisites for the program include a valid California K-12 teaching credential, designated subjects teaching credential with a baccalaureate degree, or services credential with a specialization in pupil personnel, health, librarian, or clinical rehabilitative services, and a minimum of three years of successful, full-time classroom teaching experience, or three years of experience in one of the service areas, as well as other state of California requirements.

According to current regulations and legislation in California, candidates successfully completing a CCTC-approved entry-level (first-tier) program of study in administration are recommended for a Certificate of Eligibility for the Preliminary Administrative Services Credential. The Preliminary Administrative Services Credential is issued only when one is employed as an administrator in a position requiring the credential, is valid for five years and may not be renewed. It may be converted to a Professional Administrative Services Credential, which may be renewed in accordance with current California regulations, after all requirements are met. Requirements include, but are not limited to: two years of service in a position requiring the credential and a minimum of 24 semester units of study in a CCTC-approved second-tier program.

The program is approved by the CCTC. Contact the Mount St. Mary's College Administrative Services Program Director for current information. Mount St. Mary's College offers the program of study directed toward the Preliminary Administrative Services Credential, but not the Professional (second-tier) Credential.

Required courses (24 units):

EDU 220	The Educational Leader's Role in Diversity and Multicultural Issues	(1)
EDU 221	Educational Leadership	(2)
EDU 222A	Curriculum and Assessment	(3)
EDU 222B	Supervision of Instruction and Programs	(2)
EDU 223	Issues in School Management	(3)
EDU 224A	Financial Aspects of Education	(2)
EDU 224B	Legal and Ethical Aspects of Education	(3)
EDU 225	Educational Governance	(1)
EDU 226	Social and Intellectual Interactions in Schools	(2)
EDU 227	The Administrator's Role in Meeting the Needs of All Children	(1)
EDU 228A	Supervised Field Experience: Administration	(2)
EDU 228B	Supervised Field Experience: Administration	(2)

The entry-level (first tier) administrative services program for the Certificate of Eligibility may be completed concurrently with a Master of Science Degree. (See below)

Administrative Leadership Program

In cooperation with the Los Angeles Unified School District, Mount St. Mary's College offers a program of study directed toward the Preliminary

Administrative Services Credential.

Requirements for application are the same as for other Mount St. Mary's College Administrative Services credential and degree programs, except applicants must be recommended by their current principals or appropriate administrators. Accepted candidates move through the program as a cohort.

Master of Science in Education

Programs leading to the degree of Master of Science in Education are available with the following areas of concentration:

- Administrative Services
- Special Education: Mild/Moderate Disabilities
- Individually Designed
- Elementary Education
- Secondary Education

Students may pursue a Master of Science in Education in conjunction with a credential. It is also possible to pursue a masters degree without a credential, but students are strongly advised to obtain the appropriate credential in conjunction with the masters degree. Thirty semester unit hours of graduate coursework are required for a masters degree; additional units are required for a masters in conjunction with a credential.

Individuals who hold a bachelors degree from an accredited college or university are eligible to apply for admission to a masters degree program. Candidates apply through the Graduate Division and must meet all admission requirements within the first semester of enrollment (See Graduate Degree Admission Policies, p. 75 for application requirements.)

Program Requirements

Candidates for the degree of Master of Science in Education must complete six semester units of core course requirements and other coursework required for the particular area of concentration.

Core Course Requirements (6 units)

EDU 200	Research Methods	(3)
EDU 296	Masters Project	(3)

Masters Project

When a minimum of 24 units of graduate credit have been completed or when the last semester of coursework has been reached, the candidate may enroll in EDU 296 Masters Project. Candidates are required to prepare and obtain approval for the masters project proposal before enrolling in EDU 296.

Administrative Services Degree Requirements

Prerequisites for the Master of Science in Education with a concentration in Administrative Services include: a valid California K-12 teaching or services credential or 12 upper division or graduate units in education and a minimum of three years of successful, full-time K-12 classroom teaching or service area experience.

In addition to the core course requirements, candidates complete the 24 units of coursework required for the Preliminary Administrative Services Credential or from other course offerings as approved by the program director. Thirty units are required to complete both the Master of Science Degree in Education: Administration and the Certificate of Eligibility for the Preliminary Administrative Services Credential.

Special Education: Mild/Moderate Disabilities Degree Requirements

In addition to the core course requirements, candidates select 24 units from the coursework required for the Education Specialist: Mild/Moderate Disabilities Credential Program. (see p. 137). Candidates may pursue a Masters with a Special Education concentration in conjunction with an Education Specialist credential or as an independent Masters.

Individually Designed Program

For those who wish to earn a Masters degree without a credential, this program is flexible and permits individual choice. The Individually Designed Program may be interdisciplinary or may focus on one area of interest. It may also combine theoretical and practical emphases.

Qualified candidates, under the direction of the program advisor, construct a program to meet their special interests and career goals. In addition to the six core course requirements, candidates complete 24 units of work selected in consultation with the program advisor. Thirty units are required for the degree.

The Master of Science in Education in Conjunction with the Multiple or Single Subject Credential with a CLAD or BCLAD Emphasis

This degree program is designed for individuals who wish to pursue a Masters degree in conjunction with a preliminary teaching credential.

Preliminary CLAD Emphasis Credential and Master of Science in Education

Prerequisite Language Requirement
6 units of language (or equivalent or passage of competence test)

Core Courses (6 units)

EDU 200	Research Methods	(3)
EDU 296	Masters Project	(3)

Multiple Subject CLAD Credential/Masters Option

Prerequisite Courses (9 units)

EDU 251	Child and Adolescent Development and Learning Across Cultures	(3)
EDU 252	Culture and Cultural Diversity	(3)
EDU 253	Linguistics Applied to Diverse Student Populations	(3)

Professional Preparation Courses (12 units)

EDU 250	Elementary Instruction: Theory and Practice	(3)
EDU 254	Mathematics and Science: Elementary Curriculum	(3)
EDU 255	Social Science and the Arts: Elementary Curriculum	(3)
EDU 256	Language and Literacy: Elementary Curriculum	(3)

Note: The Reading Instruction Competence Assessment (RICA) must be passed before a candidate can apply for a preliminary credential.

Masters Elective: 3 units

Supervised Teaching (7-13 units)

EDU 316A	Supervised Teaching: Elementary Fieldwork (in Teacher Center)	(12)
or		
EDU 316B	Supervised Teaching: Elementary Fieldwork (in Teacher Center)	(6)
EDU 316C	Supervised Teaching: Elementary Fieldwork (in own classroom)	(6 + 6)
and		
EDU 320	Supervised Teaching Seminar	(1)

Note: Credential candidates in private schools must also complete a two-week intensive in a Mount St. Mary's College Teacher Center as part of their supervised teaching. A two-week intensive in a bilingual class is required of BCLAD credential candidates who are employed in classrooms where instruction is in English.

Single Subject CLAD Credential/Masters Option

Prerequisite Courses (9 units)

EDU 251	Child and Adolescent Development and Learning Across Cultures	(3)
EDU 252	Culture and Cultural Diversity	(3)
EDU 253	Linguistics Applied to Diverse Student Populations	(3)

Professional Preparation Courses (9 units)

EDU 260A	Secondary Instruction: Theory and Practice	(3)
EDU 260B	Secondary Curriculum	(3)
EDU 262	Language and Literacy: Secondary Curriculum	(3)

Masters Electives: 6 units

Supervised Teaching (7-13 units)

EDU 364A	Supervised Teaching: Secondary Fieldwork (in Teacher Center)	(12)
or		
EDU 364B	Supervised Teaching: Secondary Fieldwork (in Teacher Center)	(6)
or		
EDU 364C	Supervised Teaching: Seconday Fieldwork (in own classroom)	(6)
and		
EDU 320	Supervised Teaching Seminar	(1)

NOTE:

All post-baccalaureate programs of study offered by the Education department are graduate level programs, whether leading to a degree or not (e.g., Multiple Subject and Single Subject preliminary and professional clear teaching credential programs). As such, these programs are governed by policies and procedures for masters degree programs in all applicable areas.

Since credential regulations and legislation are subject to change, it is important to contact the Education department for up-to-date information.

EDU 31 Introduction to Early Childhood Education: Profession and Programs (3)
A study of the history, scope, and current philosophies of programs for young children. Observations in a variety of local early childhood programs, and exploration of the education and licensing requirements for such programs. Ethical and value issues in working with children and their families, as well as the importance of becoming an advocate for upgrading the profession and improving the quality of children's services, are stressed.

EDU 32 Early Childhood Education: Observation and Curriculum Planning (3)
Introduction and use of alternative formats for recording observations of children. Use of observational data to diagnose children's interests, developmental levels, and learning needs. Review of basic principles of child development and their application in the early childhood setting by means of observation and curriculum planning. Opportunities to create environments that enhance cultural pluralism. Includes opportunity for observation and participation in an early childhood setting. *Prerequisite: Departmental approval.*

EDU 33/133 The Visual and Performing Arts for the Young Child (3)
A study of the visual arts (basic concepts, theories, and techniques); dance (basic concepts, and improvisations including philosophical and practical differences among the various disciplines of dance); music (singing, listening and improvisational activities); theatre arts (creative drama, role playing, improvisation and story enactment). Lab fee of $20.00 required.

EDU 37 Infant and Toddler Development and Care (3)
This course presents an in-depth study of infant and toddler development. The principles of infant and toddler care-giving with an emphasis on the environment and appropriate learning activities will be explored. Health, safety, nutrition, and parent relations will also be discussed. Observation of infants and toddlers and programs for them is required.

EDU 39 Supervised Field Work: Preschool (6)
Instruction of children in an early childhood setting under the direction of a master teacher. Conferences with teachers and supervisors accompany this work. Weekly seminars include methods of child guidance and group management, as well as content related to children's health, safety, and nutrition. *Prerequisite: Departmental approval. This course is taken for CR/NC.*

EDU 99 Special Studies (.5-3)
May be repeated for credit.

EDU 100 Introduction to Liberal Studies (1)
Introduction to the study of the liberal arts and sciences and interrelationships among subject matter areas. Integrating themes of cultural and ethnic perspectives and technology will be introduced. Curriculum Frameworks used in the elementary schools in California are required for candidates planning to enter a teaching credential program.

EDU 101 Introduction to the Concentration: Liberal Studies Major (.5)
This seminar provides: 1) an introduction to the concentration selected as part of the Liberal Studies Major and 2) a continuing focus on the core program in relation to the California Curriculum Frameworks and

the topics introduced in EDU 100. In relation to the concentration, students focus on: a) the coherent relationship among the courses selected for the concentration, b) the role of technology in society and of ethical issues surrounding the impact of technology on society, especially as related to the concentration selected, c) an understanding of the diverse ethnic, gender, cultural, and handicapped perspectives in relation to the area of concentration, and d) organization of knowledge in the concentration, and the various teaching strategies experienced in the study of the concentration. *Prerequisite: successful completion of EDU 100.*

EDU 102 AB Integrative Seminar in Liberal Studies (0.5, 0.5)

Culminating course required to complete the Liberal Studies Major. Students examine the relationships among the disciplines included in their program of study, synthesize the major themes, and compare the forms of inquiry. Requirements for the Liberal Studies Portfolio are reviewed.
EDU 102A: A grade of credit indicates successful completion of coursework.
EDU 102B: A grade of credit indicates successful completion of the Liberal Studies Portfolio. (EDU 102B is required for the academic preparation program for the Multiple Subjects Credential, and may be completed after conferral of the B.A. degree according to Education Department and college policies.) *Pre-requisite: successful completion of EDU 101.*

EDU 116A/316A Supervised Teaching: Elementary Fieldwork (12)

(Addition fieldwork fee of $25.00 per unit)
Fall or Spring in Teacher Center

EDU 116B/316B Supervised Teaching: Elementary Fieldwork (6)

(Additional fieldwork fee of $25.00 per unit) *Fall or Spring in Teacher Center*

EDU 316C Supervised Teaching: Elementary Fieldwork (6)

Fall or Spring in own classroom

EDU 316L Intensive Fieldwork: Elementary (0)

(Additional fieldwork fee of $150)
In Teacher Center
Supervised teaching is designed as the culminating experience in the credential program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of a classroom.

- In **EDU 116A/316A,** the candidate assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a college supervisor. The supervised teaching involves two assignments, each spanning one-half of the semester in two schools, and at two grade levels (primary and intermediate). Full-time teaching is required along with participation in the bi-weekly seminar (EDU 120/320) [see Option I, p. 140].

- In **EDU116B/316B,** the candidate assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a college supervisor. The supervised teaching involves one assignment over one semester in one school and at one grade level (primary or intermediate). Full-time teaching is required along with participation in the bi-weekly seminar (EDU 120/320) [see Option I, p. 140].

- In **EDU 316C,** candidates teach in their own classrooms over one or two semesters (6 units per semester) and are supervised by an on-site supervisor and a college supervisor. Full-time teaching is required along with participation in the bi-weekly seminar (EDU 120/320). For those who teach in private schools, EDU 316L, an intensive two-week fieldwork experience in a public school, is also required and arranged on an individual basis for each in-service candidate. An additional fieldwork fee is required for EDU 316L. [see Option II, p. 140 and EDU 316L above].

Prerequisites: Approval of the Education Department Screening Committee and the Program Director, completion of an Intent to Student Teach form one semester before supervised teaching, verification of passing scores on CBEST, successful completion of *the MSAT or academic preparation program, and application for a Certificate of Clearance.*

EDU 120/320 Supervised Teaching Seminar (1)
Required of all candidates during supervised teaching fieldwork, this seminar serves as a capstone experience for the credential program. Program competencies are revisited, with a focus on instructional planning, classroom environment, and diversity and equity issues. Candidates provide evidence of their own professional skills and attributes by constructing a Cumulative Performance Portfolio.

EDU 138A Organization and Administration of Early Childhood Education Programs: Program Development and Curriculum (3)
Various program structures and curricula will be examined together with administrative styles relevant to the operation of early childhood education programs. Development and implementation of appropriate curricula will be stressed as will environmental planning. Course will partially fulfill administrative requirement for Child Development Director Permit.

EDU 138B Organization and Administration of Early Childhood Education Programs: Financial and Legal Aspects (3)
Examination of various funding and legal requirements in the operation of early childhood programs with special focus on budgeting, staffing, licensing and compliance with Federal and State requirements. Course will partially fulfill administrative requirement for Child Development Director Permit.

EDU 138C Organization and Administration of Early Childhood Education Programs: Management of Non-Profit Programs
This course will introduce non-business majors to managerial theories to lead non-profit organizations. The learning experience includes review of literature, class presentations and active sponsorship of service organizations. A service-learning project integrates theory with practice, requiring team cooperation, planning and accountability. (Also BUS 139, GER 138, PSY 128 and SOC 138)

EDU 150/250 Elementary Instruction: Theory and Practice (3)
EDU 250 will focus on graduate students in fall semester; EDU 150 on undergraduates in spring. This course is designed to develop effective instructional and management methods within the context of a multilingual society and is the introductory professional preparation course for the Multiple Subject Credential Program. Students develop effective educational practices through 30 hours of observation and participation in an elementary school classroom, inquiry-based research carried out by the teacher candidates themselves, the use of technology tools and curriculum resources and the study of educational and language learning theories. Course content includes lesson plan formats, thematic teaching, and an emphasis on content instruction for those learning English as a new language.
Note: On-site school observations require a minimum commitment of several hours a week during the teaching day, as well as travel time to and from Teacher Centers.

EDU 152/252 Culture and Cultural Diversity (3)
This course is designed for credential candidates to explore the role that culture plays and has played in our lives, classrooms, city and country. Students analyze the nature and manifestations of culture, the concepts of cultural contact, and the history of cultural diversity in the United States and California. The dynamics of prejudice are studied, and emphasis is placed on delineating curriculum and practices that honor, motivate, and empower all students. Examination of personal biases and identification of areas of deficient knowledge is encouraged. Use of the Los Angeles community as a powerful resource will be explored.

EDU 154/254 Mathematics and Science: Elementary Curriculum (3)
This course examines mathematics and science concepts and theories and their application in teaching. A major focus is on

constructivist learning and inquiry and related instructional methods and assessment procedures. Concrete, manipulative materials critical to the learning of mathematics and science are used throughout the course. Emphasis is placed on both individual and group participation. Fifteen hours of observation and participation in exemplary mathematics and science elementary school classrooms plus travel time is required in order to learn effective classroom practice.

EDU 155/255 Social Science and The Arts: Elementary Curriculum (3)

This course studies curriculum and instructional methods for teaching social studies and the arts in elementary school. Course content involves the scope and sequence of the social science and arts curricula; thematic teaching and the integration of the social science and arts disciplines; the use of technology resources; and support for English language learners. It includes instructional approaches that facilitate concept development and problem solving. Fifteen hours of fieldwork in community instructional settings plus travel time comprise part of the course requirements.

EDU 156/256 Language and Literacy: Elementary Curriculum (3)

This course encompasses language and literacy learning in the elementary grades and methods for teaching a balanced literacy program to multiethnic, multilingual student populations. Current theoretical and practical aspects of the reading, writing, and related language arts curriculum will be learned. These include explicit instruction and strategies for developing a balanced literacy program for native English speakers and English language learners; observational skills necessary for helping individual students; and exploring appropriate materials. Methods and principles for developing proficient readers and writers and for analyzing students' strengths and areas of needed growth will be studied and practiced including use of technological tools and resources. Fifteen hours of focused observations and participation (plus travel time) are required in an exemplary elementary school classroom during language arts instruction. *Prerequisite: ENG 102, EDU 253 or department-approved equivalent on a transcript.*

EDU 159/259 Bilingual Methodology (3)

This course is designed particularly for students seeking a BCLAD Emphasis Credential. It focuses on methodology of primary language instruction within a bilingual setting. Placed within a theoretical framework, course content will focus on characteristics of bilingual programs, organization of instructional delivery in bilingual classrooms, including materials selection. Although an emphasis will be placed on Spanish instructional materials, those seeking a BCLAD credential or certificate in other languages may find the course helpful. Although it will provide support for those preparing for the BCLAD test, this course is designed to take the place of the exam rather than to specifically prepare a candidate for passing the exam.

EDU160A/260A Secondary Instruction: Theory and Practice (3)

The course comprises an introduction to secondary school teaching and the Single Subject Credential Program. Comprehensive in scope, the course focuses on constructivist learning theory and its application in the secondary classroom; instructional approaches supportive of linguistically and culturally diverse students; and principles for creating a caring and student-centered learning environment. 20 fieldwork hours in schools are an essential part of course requirements. *Prerequisites: Psy113 or Edu152; Soc 161 or Edu 152 or Edu 252; and Eng 102 or Edu 253.*

EDU 160B/260B Secondary Instruction: Curriculum (3)

A continuation of 160A, this course focuses on the study of ideologies underlying curriculum development and the elements of curriculum design, implementation, and evaluation. Activities follow six major strands: (1) developing a personal philosophy of curriculum, teaching and learning; (2) deepening the understanding of one's particular subject area and the complexities of teaching it effectively; (3) applying state and district curriculum documents and other professional guidelines to curricular planning; (4) building a rich variety of resources for use in the classroom; (5) creating inclusive curricula for the needs of a diverse student population; and (6) examining school reform issues as they relate to secondary curriculum and instruction. 15 fieldwork hours in schools are an essential part of course requirements. *Prerequisite: Edu 160A/260A.*

EDU 162/262 Language and Literacy: Secondary Curriculum (3)
The final professional preparation course in the Secondary Program, this class encompasses language and literacy development in secondary curricula and methods for enhancing that development with multiethnic, multilingual student populations. The interwoven nature of speaking, reading, writing, and listening in content area instruction is explored, with emphasis on the importance of discourse in the development of critical thinking. Course content includes instructional and assessment strategies for strengthening students' reading and writing skills, including English language learners. *Prerequisites: Edu 160A/260A and Edu 160B/260B.*

EDU 164/364 A Supervised Teaching: Secondary Fieldwork *Fall or Spring in Teacher Center* (12)
(Additional fieldwork fee of $25 per unit)

EDU 164/364 B Supervised Teaching: Secondary Fieldwork *Fall or Spring in Teacher Center* (6)
(Additional fieldwork fee of $25 per unit)

EDU 164/364 C Supervised Teaching: Secondary Fieldwork *Fall or Spring in own classroom* (6)

EDU 364L Intensive Fieldwork: Secondary *In Teacher Center* (0)
(Additional fieldwork fee of $150)

Supervised teaching is designed as the culminating experience in the credential program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to prepare the candidate to assume the full-time responsibilities of a classroom.

In **EDU 164/364A,** the candidate assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a college supervisor. The supervised teaching involves two assignments, each spanning one-half of the semester in two schools, and at two grade levels (middle school and high school). Full-time teaching is required along with participation in the bi-weekly seminar (EDU 120/320). [see Option I, p. 140].

In **EDU164B/364B,** the candidate assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a college supervisor. The supervised teaching involves one assignment over one semester in one school and at one grade level (middle school or high school). Full-time teaching is required along with participation in the bi-weekly seminar (EDU 120/320) [see Option I, p. 140].

In **EDU 364C,** candidates teach in their own classrooms over one or two semesters (6 units per semester) and are supervised by an on-site supervisor and a college supervisor. Full-time teaching is required along with participation in the bi-weekly seminar (EDU 120/320). For those who teach in private schools, EDU 316L, an intensive two-week fieldwork experience in a public school, is also required and arranged on an individual basis for each in-service candidate. An additional fieldwork fee is required for EDU 316L. [see Option II, p. 140 and EDU 316L above].

Prerequisites: Approval of the Education Department Screening Committee and the Program Director, completion of an Intent to Student Teach form one semester before supervised teaching, verification of passing scores on CBEST, successful completion of the PRAXIS and SSAT tests or a Single Subject Preparation Program, and application for a Certificate of Clearance.

EDU 170/270 Educating Students with Disabilities (3)
This course surveys various aspects of disabilities and programs designed to meet the

educational needs of students with disabilities. A study is made of the historical and philosophical significance of special education as well as the legal and administrative framework for special education within the United States with emphasis on urban southern California. The educational, socio-cultural, and psychological rationale for placing students in special education programs is explored along with the full range of educational options from residential facilities to inclusion in the general education classroom. Meets California requirement for special education for professional clear teaching credentials.

EDU 171/271 Educational Assessment of Students with Disabilities (3)

This course examines the educational assessment of students with disabilities including statistical concepts in measuring abilities, principles of assessment, methods of administration and interpretation, and the relationship of assessment results to the determination of eligibility for special education services and the development of an Individualized Educational Plan. Standardized educational assessment instruments and informal curriculum-based measurements are examined. Particular emphasis is placed on the appropriateness of standardized and informal assessment instruments and procedures for culturally diverse students. *Prerequisites: General Education Requirements and EDU 170/270.*

EDU 172/272 Classroom Management for Students with Learning and Behavior Problems (3)

This course provides an overview of behavioral disturbances in the classroom. Medical, behavioral and socio-cultural interventions will be explored with an emphasis on creating positive classroom environments that enable students with learning and behavior problems to participate productively in the classroom learning community. The historical, theoretical and legal bases for identification and treatment of students with behavior disorders and serious emotional disturbances will be addressed along with the current issue of identification and treatment of attention deficit disorder. *Prerequisites: General Education Requirements and EDU 170/270.*

EDU 175/275 Language Arts Instruction for Students with Special Needs (3)

This course is designed to meet the competencies required for language arts instruction for the Education Specialist: Mid/ Moderate Disabilities credential and to prepare general educators to meet the language arts instructional needs of general education students who experience literacy development problems. Assessment and instructional strategies drawn from diverse perspectives (e.g., behavioral, cognitive, social-interaction) are presented and examined relative to their effectiveness. Emphasis is on application of literacy assessment and instructional strategies in actual teaching settings across the K- 12 curriculum. *Prerequisites: General Education Requirements and EDU 170/270.*

EDU 176/276 Content Area Instruction for Students with Special Needs (3)

In this course the candidate draws upon the knowledge and skills requisite for effective content area instruction in the general education classroom with necessary adaptations to make the curriculum accessible to students with special needs. Emphasis is placed on the creation of curriculum units that incorporate learning strategies approaches to the instruction of students with mild/moderate disabilities and instructional modifications for students with limited English proficiency (Specially Designed Academic Instruction in English). Content area instruction in math, science and social studies for students with mild to moderate disabilities in grades kindergarten through twelve is addressed. *Prerequisites: General Education Requirements and EDU 170/270.*

EDU 178B/378B Supervised Teaching: Mild/ Moderate Disabilities (6)

In Teacher Center

(Additional fieldwork fee of $25 per unit)

EDU 178C/378C Supervised Teaching: Mild/ Moderate Disabilities (6)

In own classroom

This course provides experiences in the major aspects of teaching students with mild/ moderate disabilities: assessment, programming, instruction, management, record maintenance, evaluation of progress, and collaboration with general educators, families and community resources. These aspects of teaching are explored over the course of half of a semester in a supervised field placement in a classroom for culturally diverse students with mild/moderate disabilities. The candidate refines and synthesizes the skills and knowledge acquired in previous coursework to demonstrate competency as a teacher of culturally diverse students with mild/moderate disabilities. Concurrent registration in the Supervised Teaching Seminar, EDU 120/ 320 is required. *Prerequisites: Satisfactory completion (3.0 GPA) of coursework required for the Preliminary Education Specialist: Mild/Moderate Disabilities credential (One course may be taken concurrently with Supervised Teaching.), verification of a passing score on CBEST, successful completion of an appropriate state-approved Subject Matter Preparation Program or exam, application for a Certificate of Clearance, and approval of the Education Department Screening Committee and Program Director. (Additional fieldwork fee of $25 per unit.)*

EDU 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program

EDU 199 AB Special Studies (.5-3;.5-3)

May be repeated for credit. *Prerequisite: Senior or graduate standing or consent of department.*

EDU 200 Research Methods (3)

A study of the various approaches to educational research including historical, qualitative, and quantitative. Intended to develop facility in reading research articles and applying knowledge gained through research. (Administrative students will prepare a research proposal for the masters project.)

EDU 203 Sociological Foundations of Education (3)

A study of education from a sociological perspective: includes study of the structure of society, its institutions and trends, and the use of sociological approaches to consider professional issues such as cultural and ethnic diversity, equal opportunity, achievement, and change.

EDU 204 Philosophical Foundations of Education (3)

This seminar allows students to investigate major ideas in the philosophy of education. Philosophical inquiry helps build understanding of premises underlying questions of educational value. The course emphasizes the diversity of educational experience in the United States.

EDU 205 Technologies for Educators

This course is an advanced seminar in which students study the pedagogical implications of technology in education along with gaining practical experience in integrating technology into classroom instruction. In addition to applying common software (word processing, spreadsheets, database, multi-media) to educational objectives, students will be engaged in projects utilizing collaborative dialogue tools (email, discussion groups), teleconferencing, internet research, electronic portfolios and distance learning. The course meets the requirements for the Level 2 Professional Credential. *(Prerequisite: attainment of general technological knowledge and skills required for registration into teaching credential curriculum courses)*

EDU 214 Historical Foundations of Education (3)

This seminar allows students to investigate major events in the history of education. Historical analysis provides a way to gain perspectives from the past and to look for roots of present problems and issues. The course emphasizes the diversity of educational experiences in the United States.

EDU 220 The Educational Leader's Role in Diversity & Multicultural Issues (1)

A study of the attitudes, approaches, and skills needed to implement programs and procedures to meet educational needs of the diverse student population of California. Includes consideration of involving parents and other community members from diverse backgrounds in reaching educational goals. *(Prerequisite: acceptance into the administrative services program.)*

EDU 221 Educational Leadership (2)
A study of leadership theory, styles of leadership, and practice as related to the responsibilities of educational leaders, especially in roles of school administration. The interactions of individuals and groups in organizational settings are considered. Topics include group processes, decision-making, climate, communication, and conflict management. The significance of self-evaluation and development of a personal philosophy of leadership and administration is introduced.

EDU 222A Curriculum and Assessment (3)
A study of the curriculum of schools (including the implicit curriculum). Central questions of curriculum development (past, present, and future) are explored. Topics include: principles of curriculum development and evaluation, organization of curriculum, and implementation of mandated programs. Issues studied include: curricular articulation (K-12 focus), relationship among values and curriculum, the role of curriculum in society, and the community's role in curriculum development and selection.

EDU 222B Supervision of Instruction and Programs (2)
This course is designed to provide opportunities to study and apply competencies required for effective supervision of instruction and educational programs. Competencies emphasized are: organization of supervisory programs, strategies for supervision, staff development, and the role of the supervisor as a change agent for the improvement of educational programs and of teaching, and effective interpersonal relations. *(Prerequisite: EDU 222A or approval of program director)*

EDU 223 Issues in School Management (3)
A study of school management and how to translate a shared vision into strategic and operational plans. Includes study of personnel issues; school operations, such as facilities and resource maintenance and school-wide systems, policies, and procedures; direction of student support services. Also addressed are current issues, such as school safety, the administrator as a project manager, working with the media, and fundraising. *(Prerequisite: EDU 221 or approval of program director.)*

EDU 224A Financial Aspects of Education (2)
A study of the history, principles, and problems of educational finance, including federal, state, and local funding and the development, administration, and evaluation of district and site-level budgeting. The relationship between goal setting and the budgeting process are explored. Legal and financial implications of personnel contracts and the bargaining process and of facility use and management are studied. *(Prerequisite: approval of program director)*

EDU 224B Legal and Ethical Aspects of Education (3)
A study of the legal framework of education in the United States, including federal and state constitutional provisions, and local regulations, and the role of each level in the provision of schooling. Significant laws, state codes, regulations, court decisions with a focus on laws relating to youth, schools, and school personnel are considered. Attention is given to ethical issues in professional practice.

EDU 225 Educational Governance (1)
A study of the organization and governance of schools within the context of the school district, the community, and the wider social and political contexts. Issues of local governance and other reform initiatives related to school governance are explored. *(Prerequisite: approval of program director)*

EDU 226 Social and Intellectual Interactions in Schools (2)
A study of psychological principles especially as related to the role of the educational administrator. Fundamentals of human relations, principles of adult growth and development are reviewed. Relationships and practical applications are drawn between psychological principles and administrative roles in areas such as:

improving the educational program, personnel management, school-community relations, school management and current research in learning theory. *(Prerequisites: Three of the following—EDU 221, EDU 222AB, EDU 223, EDU 227, or approval of the program director)*

EDU 227 The Administrator's Role in Meeting the Needs of All Children (1)

Exploration of the historical background and contemporary context for the description of the administrator's role in meeting all children's needs. The concept and administrative implications of the inclusive classroom and school are studied. The course provides a study of ways to meet the needs of all children, as well as a survey of the organization, administration, and supervision of programs designed for this purpose. Meets California requirement for special education for the Preliminary Administrative Services credential. *(Prerequisite: Successful completion of a Commission on Teacher Credentialing-approved course to meet requirements for the professional clear Multiple or Single Subject Teaching Credential or its equivalent)*

EDU 228A & B Supervised Field Experience: Administration (2, 2)

Guided and supervised experience in educational administration in a school setting. Includes seminar sessions and conferences with college and on-site supervisors. Candidates' programs of field experience are designed on an individual basis in relation to required competency areas. *(Requires approval of program director; prerequisite California credential must be on file.)*

EDU 251 Child and Adolescent Development and Learning Across Cultures (3)

Analyzes learning and development in children and adolescents across cultures. Study explores the complementary and interdependent relationships of biology and culture. Historical and global comparisons will be made to contemporary Angelino children as well as to the educator's personal experience. Emphasis is placed on developing a personal philosophy of how we, as a society and as individuals, can work to give children healthy foundations that support growth and learning.

EDU 253 Linguistics Applied to Diverse Student Populations (3)

This course is designed to provide general and special educators with a foundational background in applied linguistics as it relates to K-12 instruction with applications for students with limited English proficiency and students with language learning disabilities. Topics to be covered include the structure of English; linguistic variation; language development in first- and second-language learners; disorders of language development, and implications for creating classroom environments that promote language development.

EDU 257 Methods of Instruction for Bilingual and Multilingual Classrooms (3)

Designed for CLAD Certificate candidates, this course provides both Multiple Subject and Single Subject students with the knowledge, research, and instructional methodologies necessary to meet the diverse cultural and linguistic need of students in bilingual and multilingual classroom settings. The course focuses on all aspects of literacy learning and examines in depth relevant research and practices in bilingual education, ELD, and SDAIE instruction.

EDU 281 Advanced Issues in Assessment & Instruction of Students with Special Needs (3)

In this advanced course, candidates acquire knowledge and skills to appropriately assess and instruct students with Mild/Moderate Disabilities. Course content includes selecting and administering a variety of formal and informal assessment procedures in order to be able to teach, adapt and integrate curriculum appropriate to the educational needs of students.

EDU 282 Consultation and Collaboration for Students with Special Needs (3)

This course will provide opportunities for candidates to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals and parents. A specific area of emphasis will be on the communication of relevant social, academic, and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment and legal requirements. At the completion of the course, candidates will be prepared to coordinate the process involved in special education placements.

EDU 283 Supportive Environments for Students with Behavioral and Emotional Needs (3)
In this advanced course, candidates develop systems for academic and social skills instruction for students with complex behavioral and emotional needs including attention disorders, conduct disorders, depression and suicidal behavior, psychotic behavior, anxiety and related disorders, and delinquency and substance abuse. Course content includes advanced study of behavioral supports, social skills instruction, crisis management, and positive learning environments. Collaborative work with other professionals and community agencies is emphasized in the development of comprehensive support programs for these students.

EDU 290 Workshop (.5-3)
Experiential class focusing on a particular area of interest.

EDU 296 Masters Project (3)
Designed to provide opportunity for the candidate to develop competency in researching a current issue in education, analyzing its operational problem, and preparing a research project. Enrollment in EDU 296 requires approval of a project proposal.

EDU 297A,B,C Thesis/Project Continuation (1),(1),(1)
Continuation of Master's Project or Thesis under the direction of the faculty advisor.

EDU 299 Special Studies: Teacher Research (3)
Advanced seminar in which students study their own classrooms, investigating areas of research interest. They will have the option of publishing their research paper in the *Teacher Research Monograph,* a publication of the Education Department of Mount St. Mary's College.

EDU 299A Special Studies (.5-3)
Prerequisite: Graduate standing or consent of department. May be repeated for credit.

EDU 299B Special Studies: Advanced Education Seminar
Advanced seminar on issues critical to the education field. Students will conduct investigations on issues relevant to their professional fields.

EDU 321 Professional Induction Planning Seminar (.5)
Candidates for the Professional Level II Education Specialist credential are required to take this course at the beginning of their Level II program. During this individualized seminar, the candidate develops a Professional Induction Plan with an assigned district support provider and a college advisor.

EDU 322 Professional Educator Evaluation Seminar (.5)
This seminar is the culminating experience for the Professional Education Specialist credential program. Students reevaluate their professional competency to assess and teach culturally diverse students with learning and behavior problems. They compile a Professional Educator Portfolio, which includes artifacts documenting their professional competence and a plan for their continuing professional growth. The district support provider and the college advisor continue to support the student in this process.

Sequencing of courses does not indicate courses offered during the Summer Session; for these courses, request the Schedule of Classes from the office of the Summer Session Director or from the Education department. Sequencing of fall and spring term courses are subject to change. For current Schedule of Classes, contact the Registrar's Office. Courses are ordinarily offered on the Doheny Campus.

Education classes require field observation; therefore, transportation for these classes is essential.

English

The English major explores the way people communicate and how they reflect on their existence. It gives sustained training in critical thinking and writing, creative self-expression, and the perceptive reading of literature. Working from a foundation in theory and criticism of literature, students select courses in writing and literature, and may design their own independent study and directed reading courses in areas of special interest.

Because English majors get extensive experience in analyzing, solving problems, researching, organizing, studying human behavior, and above all writing and speaking with clarity and self-confidence, they have the background for a wide variety of careers. These include law, business management, journalism, public relations, teaching, public administration, and many areas of writing. Internships in the field of the student's career interest are highly recommended.

Students are encouraged to combine their English major with a second major or minor, in order to combine the liberal arts emphasis with a professional preparation. English and Business offer a combined major (see below). Students interested in law are encouraged to select a second major in American Studies, Philosophy, or Political Science, and to complete the Pre-Law Minor. Other desirable minor programs include Business and the sequence of core courses in Public Administration (POL 185, 186, and 187).

English Subject Matter Preparation Program

The English department also features a special program for those students preparing to teach English in secondary schools. This program, called the English Subject Matter Preparation Program, has been approved by the California Commission on Teacher Credentialing.

The Program has four central goals:

1. To prepare teachers who have deeply interacted with significant literary works;
2. To prepare teachers who can write, read, and speak effectively and transfer those skills to their students;
3. To prepare teachers who know how to conduct an effective language arts classroom, providing a rich learning experience based on sound theory and modeled by English faculty;
4. To prepare teachers who are informed and effective citizens.

Advisors in both the English and the Education departments can provide students with a detailed introduction to this program and the appropriate listing of required courses.

Courses Required for a B.A. Degree in English

Preparation:

ENG 1AB/C	Freshman English or	(3,3)
ENG 5H	Freshman Honors English	(3)
HIS 1AB	Western Civilization	(3,3)
SPE 10	Introduction to Communication	(2)

Requirements:

30 additional units in English, at least 24 of which are upper division, including:

One course in advanced writing (ENG 106, 107, or 109)	(3)
One upper-division course in American literature (ENG 126, 145, or 146)	(3)
One course in English literature before 1700 (ENG 143, 144, or 172)	(3)
One course in English literature after 1700 (ENG 147, 148, or 156H)	(3)
One genre course (ENG 161,162, or 163)	(3)
One Shakespeare course (ENG 73,173, or 174	(3)
Theory and Criticism (ENG 181)	(3)
English Seminar (ENG 195)	(3)
Two electives chosen from English offerings	(3,3)

Strongly Recommended:

PHI 5	Introduction to Logic	(3)
	or	
PHI 10	Critical Thinking	(3)
ENG 70/170	Western Literary Heritage	(3)

Total units in English: 36

Any course completed with a grade of "D" or below is not acceptable toward a major in English.

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

At least 15 upper division units must be completed in the MSMC English Program.

Courses Required for a B.A. Degree in English and Business Administration

(A cooperative double major program offered through the departments of English and Business Administration)

English

Preparation:

ENG 1AB/C	Freshman English	(3,3)
HIS 1AB	Western Civilization	(3,3)
SPE 10	Introduction to Communication	(2)
SPE 12	Business and Professional Communication	(1)
SPR 18	Career Planning Seminar	(1)

Requirements:

24 additional units in English, at least 18 of which are upper division, including:

ENG 181	Theory and Criticism	(3)
ENG 195	English Seminar	(3)

Recommended:

One course in American literature	(3)

Business Administration

Lower Division Core Requirements:

BUS 4	Business Foundations & Analysis	(3)
BUS 5	Business Law I	(3)
BUS 15A	Accounting Principles I	(3)
BUS 15B	Accounting Principles II	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MTH 28	Mathematical Analysis for Business	(3)
MTH 38	Elements of Probability & Statistics	(3)
BUS 7	Computer applications in Business I	(3)

Courses Strongly Recommended:

PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)
PHI 5	Introduction to Logic	(3)

Upper Division Core Requirements:

BUS 122	Management Communications	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 185	Principles of Management	(3)
BUS 192	Business Policy and Strategy	(3)

Total units in English and Business: 61

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

At least 12 upper division units must be completed in the MSMC English Program.

The Minor in English

Requirements:

Satisfactory completion of ENG 1AB or equivalent. Eighteen additional units in English, at least twelve of which are upper-division MSMC units. Strongly recommended:

ENG 181	Theory and Criticism	(3)

Students interested in an English minor work out their program with a departmental advisor. Because of the variety of careers to which an English program may lead, the choice of courses is flexible. Any course completed with a “D” or below is not acceptable toward a minor in English.

ENG 1AB Freshman English (3,3)
Principles and practice of writing, with attention to critical thinking and analytical reading. Includes discussion skills, library usage, research techniques, and an introduction to literature. *Prerequisite: Satisfactory score on Writing Placement test. Completion with a grade of C or better and a score of 4 or better on the Writing Exit test fulfills Communication Skills requirement in writing for both the associate and baccalaureate degree.* **GS-IA**

ENG 1C Freshman English (3)
Option to ENG 1B, with a strong critical thinking emphasis, explores nonfiction, drama, and poetry and requires extensive writing and discussion, focusing on analysis, reasoning, and defining problems. *Prerequisite: ENG 1A. Completion with a grade of C or better and a score of 4 or better on the Writing Exit test fulfills Communications Skills requirement for both the associate and baccalaureate degree.* **GS-IA, GS-II**

ENG 3X Basic Writing (3)
A study of basic elements of writing including sentence structure, paragraph development, and mechanics. Does not fulfill the Communication Skills requirement in writing, nor does credit apply to the baccalaureate degree.

ENG 4X Essay Writing (3)
Designed to build on the skills developed in ENG 3X Basic Writing, this course focuses on the organizational and grammatical skills necessary for writing short essays. Does not fulfill the communication skills requirement in writing, nor does credit apply toward the baccalaureate degree.

ENG 5H Freshman Honors English (3)
College writing for students who are accepted for Honors at Entrance, and who earn a grade of 5 or 6 on the Writing placement test or who are admitted by the instructor. A study of selected masterpieces of world literature with emphasis on written analysis. Includes introduction to college-level library and research skills. Completion with a grade of B or better fulfills Communications Skills requirements in writing. **GS-IA**

ENG 6AB Written Communication and Analytical Reading (3,3)
A two-semester course focusing on standard written English. Includes expository and analytical writing; library and research skills; analytical reading. *Prerequisite: Placement is dependent on scores received in entrance testing. Completion with a grade of C or better in both ENG 6A and 6B and a score of 4 or better on the Writing Exit test fulfills the Communication Skills requirement in writing for the associate degree.*

ENG 7 Writing for College (3)
Preparation for college-level English, with a focus on standard written English, expository writing, and analytical reading. *Prerequisite: Score of 3 or better on Writing Placement test, plus satisfactory scores on the English entrance exams in grammar and reading.*

ENG 10AB Written and Oral Communication (3,3)
Offered only in the HOPE Program. A two-term course in college-level reading, writing, and oral communication. Includes expository and analytical writing, analytical reading of fiction and nonfiction works, library research, small group and class discussion, and intensive review of standard written English grammar and punctuation. Completion with grade of C or better in both 10A and 10B fulfills the associate degree Communications Skills requirement in writing.

ENG 11 College Writing (1-3)
Intensive experience in expository writing with special emphasis on continued development of essay skills. *Prerequisite: C or better in ENG 1AB, 6AB, or equivalent. Strongly recommended for students preparing for CBEST and/or transferring to a baccalaureate program.*

ENG 12/112 Literary Analysis (3)
Introduction to college-level literary analysis as applied to drama, poetry, and fiction. *Prerequisite: ENG 1A/6AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 15 Literature and Society (3)
Examination of society's accomplishments and vexations in selected literary works

that portray human striving in family, nation, and technological world. May be repeated for credit. *Prerequisite: ENG 1A/6AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 16 Literature and the Human Experience (3)
Studies in the stages of human development as portrayed in classic works of Western literature with particular focus on the growth of the self and on the individual's relationship to others and to God. Themes include adolescence, the female experience, love, the family, moral choice, faith, death and dying. May be repeated for credit. *Prerequisite: ENG 1A/6AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 17 Literary Focus (3)
In-depth study of works selected by author, theme, or genre. May be repeated for credit. *Prerequisite: ENG 1A/6AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 18/118 Great Works in World Literature (3)
Study of major works in world literature, representing a variety of periods, themes, and genres. *Prerequisite: ENG 1A/6AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 19/119 Great works in British Literature (3)
Study of major works in British literature, representing a variety of periods and genres. *Prerequisite: ENG 1A/6AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 20/120 Great Works in American Literature (3)
Study of major works in American literature, representing a variety of periods and genres. *Prerequisite: ENG 1A/6AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 21/121 Classical Epic and Drama (3)
Reading of the Iliad, Odyssey, Aeneid, and several Greek tragedies. Study of their origins, development, meaning to the ancient world and to the contemporary reader. *Prerequisite: ENG 1A/6AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 25/125 Mythmaking: the Quest for Meaning (3)
An exploration of mythmaking in literature as a reflection and interpretation of human experience. Major mythic themes are traced and compared in the arts, as well as in literature. *Prerequisite: ENG 1A/6AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 26 Literature of the American West (3)
Study of values and themes in American fiction and nonfiction from the perspective of a variety of cultures. *Prerequisite: ENG 1A/6AB, equivalent, or permission of instructor.* **GS-IIIB, VI**

ENG 27/127 Women in Quest (3)
Study of women's lives and choices in fiction and nonfiction. Emphasis on current literature from diverse ethnic groups. *Prerequisite: ENG 1A/6AB, equivalent, or permission of instructor.* **GS-IIIB, VI**

ENG 28/128 Contemporary Issues in World Literature (3)
A sampling of contemporary literature from various cultures around the world with emphasis on women authors and their concerns. Students will encounter issues and problems from racism and poverty to domestic violence, rape, prostitution, and war. Course includes relation of students' lives to global issues. *Prerequisite: ENG 1A/6AB, equivalent, or permission of instructor.* **GS-IIIB, VI**

ENG 34 Literature for the Young Child (3)
A survey of children's literature for lower division students interested in working with young children and primary grade children. Students have experiences in sharing stories or poems with children (includes use of reading, storytelling, flannel board activities, and puppets). Analysis of books based on literary characteristics. Includes study of artist illustrators.

ENG 70/170 Western Literary Heritage (3)
Selected readings in Greek mythology and literature, the Bible, and Dante's Divine Comedy. Designed to provide the serious reader with literary and cultural background to better understand and appreciate the range of Western literature. Strongly recommended for English majors. **GS-IIIB**

ENG 73 Shakespeare (3)
A study of selected Shakespearean plays and poetry. Because readings vary each semester, course may be repeated for credit. *Prerequisite: ENG 1A/6AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 90 Internship (1-6)
Students are placed, supervised and evaluated in a position that makes use of the communication skills developed in college English classes. May be repeated for credit up to six units.

ENG 91 Directed Study (1-3)
Study in a field of special interest, under the direction of a department member. May be repeated for credit.

ENG 92 Special Studies (3)
Exploration of special interest areas in the study of language and literature. May be repeated for credit. *Prerequisite: ENG 1A/6AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 94/194 Special Studies in Writing (1-3)
Study of a selected mode of writing with focus on technique and practice. May be repeated for credit. *Prerequisite: Completion of ENG 1AB/6AB, equivalent, or permission of instructor.*

***ENG 96 Workshop (1-3)**
May be repeated for credit.

ENG 101 History of the English Language (3)
This course analyzes the prehistoric antecedents of the English language and traces the growth of English from its earliest documentation to modern times, paying attention to structural changes in phonology, morphology and syntax and to the enrichment of the lexicon. Students are introduced to the principles of linguistic evolution. Special emphasis is also placed on the changes in social institutions that affect language and the many ethnic sources that have enriched the resources of English, especially in the United States.

ENG 102 Structure of Modern English (3)
Introduction to varieties of contemporary linguistic theories and their application to modern American English. Includes study of the structure of the English language and the conventions of standard English, basic principles of first and second language acquisition and development, theories of language acquisition in relation to the social context, and implications of speaking a primary language other than the "mainstream" language.

ENG 104 Expository Writing (3)
Intensive review of standard English grammar and punctuation for students wishing to improve their writing proficiency. Advanced analytical reading and critical thinking. May be repeated for credit.

ENG 105 Advanced Composition (3)
Designed to meet the particular needs of the Liberal Studies major. Assignments include academic, professional, and personal writing that enables the student to increase writing confidence and competency by exploring the English language, reviewing basic skills, and discovering one's style. *Prerequisite: Completion of ENG 1AB or equivalent, and score of 4 or better on the Writing Placement test.*

ENG 106 Creative Writing (3)
Students write fiction, poetry, and personal essays from their experiences and observations. May be repeated for credit. *Prerequisite: Permission of instructor.*

ENG 107 Professional Writing (3)
An examination of the kinds of writing used in the communications media, with practice in developing newspaper, magazine, television, or radio material. May be repeated for credit. *Prerequisite: Permission of instructor.*

ENG 108 The News Media (3)
A critical examination of the news media, showing how print and broadcast news organizations operate and giving extensive practice in evaluating media reporting of current stories. **GS-II**

ENG 109 Writing: Voice and View (3)
Nonfiction writing as a literary art. Designed for good writers and anyone who enjoys the challenge of responding to life through the written word. An opportunity to develop one's personal style and voice while examining the work of great essayists past and present. May be repeated for credit. *Prerequisite: Permission of instructor.*

ENG 122 Love in World Literature (3)
The idea of love studied in historical perspective through the analysis of literary works. Focus on critical enjoyment. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 123 Women's Voices in Literature (3)
Major contemporary works by women studied in the context of current critical theory. Impact of women's voices from diverse ethnic groups. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.* **GS-IIIB, VI**

ENG 124 Fiction to Film (3)
Examination of how works of fiction become motion pictures. The component elements of both fiction and film are applied to representative novels to assess their adaptation from the medium of fiction to the medium of film. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 126 The American Experience (3)
Study of works of American literature from various periods of history and representative of the cultures and ethnic identities that make up the American heritage. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.* **GS-IIIB, VI**

ENG 129 Ethnic Literatures of America (3)
Introduction to major ethnic literatures of the United States with emphasis on women authors. Comparative study including two or more of the following groups: African American, Asian American, Latino/a, Native American, Jewish. Interdisciplinary approach using historical and sociopolitical context to address issues of race, class, and gender. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.* **GS-IIIB, VI.**

ENG 130 Faith and Fiction (3)
A study of Christian poets, dramatists, and novelists in historical perspective. Focus on both the changing and the unchanging aspects of Christian faith. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 131 Russian Literature (3)
Major Russian authors examined in their cultural and historical contexts. Writers include Pushkin, Gogol, Dostoevsky, Tolstoy, and Solzhenitsyn. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 134 Children's Literature (3)
Wide reading of children's books, including Caldecott and Newbery awards and honor books. Multicultural emphasis spans all genres covered, Focus on appreciation of literature, as well as on literary analysis of the selections. Includes study of critics in the field and of illustrators.

ENG 143 English Literature: Beowulf to 1500 (3)
Major works of the medieval period studied in their historical and cultural contexts. *Prerequisite: HIS 1A, ENG 1AB, equivalent, or permission of instructor.*

ENG 144 English Literature: 1500 to 1700 (3)
Major works of the Renaissance and Restoration studied in their historical and cultural contexts. *Prerequisite: HIS 1A, ENG 1AB, equivalent, or permission of instructor.*

ENG 145 American Literature: Beginnings to 1914 (3)
Major works of colonial, early federal, and nineteenth-century America studied in the light of their historical contexts. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.*

ENG 146 American Literature: 1914 to Present (3)
Study of major works of modern America; consideration of how the literature reflects the condition of society after World War I. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.*

ENG 147 English Literature: 1700 to 1900 (3)
Major works of the 18th Century, Romantic and Victorian periods studied in their historical and cultural contexts. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.*

ENG 148 Twentieth Century English and European Literature (3)
Major contemporary works studied in their historical and cultural contexts. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.*

ENG 156H The Modern Temper (3)
An exploration of the concept of the modern, through a study of nineteenth and twentieth-century literature, with particular attention to the interfacing of literature with history, philosophy, religion, or the behavioral sciences. Recommended for upper division honors students. **GS-IIIB**

ENG 161 Study of the Novel (3)
Chronological reading and study of representative novels from the 18th to the 20th centuries. Emphasis on critical enjoyment and awareness of the novel's changing form. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.*

ENG 162 Study of Poetry (3)
Study of the development of poetry from its beginnings to the twentieth century with emphasis on critical enjoyment. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.*

ENG 163 Study of Drama (3)
Analysis of representative plays from major periods of theater history with emphasis on works of classical, European, English, and American playwrights; theories of interpretation are applied. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.*

ENG 164 American Drama
In-depth study of American drama. Plays ranging from Eugene O'Neill to the present selected to reflect the rich cultural diversity that gives American drama its distinctive voice. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.* **GS-IIIB, VI**

ENG 165 Novels of the Americas: Latino Voices (3)
Major contemporary Latin American and U.S. Latino novelists examined in cultural, historical, and political contexts. Multicultural emphasis shows how the two groups influence each other while also showing their unique traits. Writers include Isabel Allende, Gabriel Garcia Marquez, Cristina Garcia. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.* **GS-IIIB, VI**

ENG 172 Chaucer (3)
Readings in the poetry of Chaucer, principally the Canterbury Tales and Troilus and Criseyde, with reference to the minor works. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.*

ENG 173 Shakespeare (3)
Appreciation of Shakespeare's range and art as a playwright through study of works from different periods of his development; combination of in-depth and background study. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 174 Shakespeare Seminar (3)
Advanced study and research in the works of Shakespeare, with attention to Renaissance culture and thought. Culminates in a written project. Designed for upper-division English majors, but other upper-division students may be admitted with permission of instructor.

ENG 181 Theory and Criticism (3)
Advanced study in methods of examining and discussing literature. Practice in literary analysis. Consideration of selected major critical theories and documents.

ENG 184 Studies in British and American Literature (3)
Study of selected authors, literary periods, or genres. May be repeated for credit. Designed for upper-division English majors, but other upper-division students may be admitted with permission of instructor.

ENG 190 Internship (1-6)
Students are placed and supervised in business or administrative positions that make use of the skills developed in the major study. *Prerequisites vary and are determined in consultation with the coordinator. May be repeated for credit up to 6 units.*

ENG 191 Directed Study (1-3)
Study in a field of special interest under the direction of a department member. May be repeated for credit.

ENG 192 Special Studies (1-3)
Exploration of special interest areas in the study of language and literature. May be repeated for credit. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.* **GS-IIIB**

ENG 193 Special Studies in Language and Literature (3)
Advanced reading and research in selected areas of language and literature. May be repeated for credit. Designed for upper-division English majors, but other upper-division students may be admitted with permission of instructor.

ENG 195 English Seminar (3)
Designed to provide upper-division English majors with an opportunity for in-depth investigation into literature and ideas; culminates in a written project. English minors and other upper-division students admitted with permission of instructor.

ENG 196H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

French Studies

Departmental Affiliation: Modern Languages and Cultures

The Department of Modern Languages and Cultures offers majors and minors in French and Spanish Studies (for Spanish course description, see alphabetical listing). The major in French Studies is a comprehensive program leading to a proficiency in the four basic language skills: speaking, reading, writing, and understanding. Incorporated into the program are the culture and civilization of France, and a focus on French and francophone literature.

Courses required for majors and minors

FRE 1 & 2	Elementary French I & II (or equivalent)	(4,4)
FRE 3 & 4	Intermediate French III & IV	(3,3)
FRE 25	French Grammar and Composition	(3)

- In addition to core courses, student must complete a minimum of 24 upper division units for the major.
- Any course completed with a grade of "D" or below is not acceptable toward a major or minor in French Studies and must be repeated.
- All students are strongly encouraged to do a Junior Semester or Year abroad.

Upper division courses required for majors

FRE 101	French Writing Lab	(3)
FRE 107	Theory and Practice of Culture	(3)
FRE 112	History and Civilization of France	(3)
FRE 126	Modern Classics	(3)
FRE 191	Senior Thesis	(3)

Three additional courses are required.

The Minor in French Studies

In addition to the core lower division courses, the minor requires 9 upper division units for a total of 26 units. All units must be taken in the department.

FRE 1 Elementary French I (4)
Develops fundamental skills: speaking, reading, understanding and writing. Emphasis on speaking and grammar. **GS-IV**

FRE 2 Elementary French II (4)
Further improves all four language skills stressing reading and writing, and vocabulary building. *Prerequisite: FRE 1.* **GS-IV**

FRE 3 Intermediate French III (3)
Emphasis on conversation and oral comprehension . Emphasis on vocabulary building and the acquisition of idiomatic speech patters. *Prerequisite: FRE2 or equivalent.*

FRE 4 Intermediate French IV (3)
Introduction to French and francophone literature. A variety of literary texts will be read and discussed to improve reading and oral communication proficiency. **GS-IV, VI**

FRE 25 French Composition and Grammar Review (3)
The emphasis is on writing and composition skills with intensive review of verbs

and grammatical structures. *Prerequisite: FRE 4 or equivalent GS-IV*

FRE 33A/B French Culture and Civilization (3,3)
A comprehensive approach, both historical and thematic, to a better understanding of French culture today. Highlights of major social and historical developments and of literary and artistic movements. These courses are given in English only through the Weekend College. **GS-IV**

FRE 101 French Writing Lab (3)
Intensive training in writing, with emphasis on vocabulary, idiom, structural patterns and style. Exercises in rhetoric, in creative and other forms of writing. *Prerequisite: FRE 25 or instructor's consent.*

FRE 107 Theory and Practice of Culture (3)
The course addresses the growing domestic and global necessity for understanding and communication across cultural boundaries. It offers a theoretical and practical approach to understanding cultural differences as well as similarities. It is taught in English.

FRE 112 History and Civilization of France (3)
This course will cover the major trends and expressions of French Civilization, including the Age of Cathedrals, the French Renaissance, the glory of Versailles, and the French Revolution. *Prerequisite: FRE 25.* **GS-IV**

FRE 114 The Belle Epoque: Before and After (3)
This post Revolutionary period starts with Napoleon and ends with the second World War. From Romanticism and Surrealism in literature, from Impressionism to Cubism in painting, it is the vibrant evolution of modern France. *Prerequisite: FRE 25*

FRE 116 Contemporary Culture and Politics (3)
The economic recovery of France under the leadership of Charles de Gaulle, its place and role in the European Community, as well as the new trends in art, philosophy, literature and films are some of the topics included in this course. *Prerequisite: FRE 25*

FRE 124 Literary Masterpieces (3)
Poetry, tragedies, comedies and philosophical essays, from the Middle Ages to the end of the eighteenth century: the best of French literature before the Revolution. *Prerequisite: FRE 112 or instructor's consent*

FRE 126 Modern Classics (3)
The nineteenth century has been called the Golden Age of French literature and includes Balzac, Victor Hugo, Beaudelaire, Flaubert, Emile Zola and many other remarkable riters. *Prerequisite: FRE 114 or instructor's consent*

FRE 128 Twentieth Century Literary Trends (3)
From the Surrealistes to the Roman Nouveau, this course will focus on some of the great French writers of this century, with special emphasis on Albert Camus, Andre Malraux, Marcel Pagnol et Natalie Sarraute. Selected texts from various francophone cultures will be evaluated in terms of cultural variances and their impact on mainstream French literature. *Prerequisite: FRE 116 or instructor's consent GS-VI*

FRE 190A/B Internship (3,3)
Internship/cooperative experience programs in areas related to French culture or international business.

FRE 191 Senior Thesis (3)
A two-semester directed research project required for majors under the direction of a department faculty member. The topic of the thesis must be approved by the department chairperson. Students must enroll in their thesis course no later than the first semester of their senior year.

FRE 194 Study/Travel (1-6)
Pre-travel lectures and readings, as well as guided tours in the country, serve as basis for a study/travel program, with each participant developing a project highlighting the travel experiences.

FRE 196H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

FRE 198AB Directed Readings (3,3)
Directed readings selected from authors representative of significant literary periods.

FRE 199AB Independent Studies (1-3,1-3)
Directed research. For qualified students with the approval of the department.

Gerontology

Department Affiliation: Sociology

Gerontology consists of an exploration of the biopsychosocial dimensions of life course development, with a focus on the rapidly expanding aging population of the United States. As we move into the new century, it is expected that career alternatives will be numerous and the personal rewards great.

The Gerontology Major is interdisciplinary and grounded in the excellent liberal arts tradition of Mount St. Mary's College, with courses residing in Gerontology, Sociology, Psychology, Biology, Philosophy, and Religious Studies. It is believed this program design greatly benefits professional training in the field, providing a broad base of understanding of the complex dynamics of aging in our society today.

As a gerontologist, an ever-increasing array of career options are available, such as in human resources management, public policy, case management, social services delivery systems, family services agencies, job retraining, housing, transportation, rehabilitation programs, retirement communities, church-related agencies, government agencies, and more.

Along with the Major in Gerontology, a Minor and Certificate Program are also available.

Courses Required for a B.A. Degree in Gerontology:

Lower Division:

SOC 5	Sociological Perspectives	(3)
PSY 1	Introduction to Psychology	(3)

Upper Division:

SOC 104	The Family	(3)
GER 120	Case Management	(3)
GER 189	Sociology of Aging	(3)
GER 192	Thanatology Seminar	(3)
GER 197	Gerontology Internship	(3)
PHI 168	Bioethics	(3)
or		
RST 49/149	Biomedical Issues	(3)

Plus select four courses from the following options:

SOC 112	Medical Sociology	(3)
SOC 125	Comparative Social Structures	(3)
PSY 125	Introduction to Counseling	(3)
PSY 126	Brief Therapies	(3)
PSY 128	Adulthood and Aging	(3)
PSY 129	Motivation	(3)
PSY 132	Personality Theory	(3)
PSY 133	Psychology of Disability and Adjustment	(3)
PSY 135	Group Dynamics	(3)
PSY 145	Social Psychology	(3)
PSY 160	Cognitive Psychology	(3)

PSY 165	Behavioral Psychopharmacology	(3)
PSY 168	Abnormal Psychology	(3)
BIO 5	Life Sciences	(3)
BIO 10	Health Science	(3)
BIO 40	Human Anatomy	(3)
or		
BIO 50	Human Anatomy	(3)
BIO 112	Human Nutrition	(3)
BIO 150	Biology of Aging	(3)

Plus completion of general studies requirements and the modern language requirement for a total of 124 units. If, however, the student's first, or primary major will culminate in a B.S. Degree, the foreign language requirement is not applicable.

Total units in Gerontology: 36

The Minor in Gerontology

Required courses:

A minimum of six courses, which must include:

SOC 104	The Family	(3)
GER 120	Case Management	(3)
GER 189	Sociology of Aging	(3)
GER 192	Thanatology Seminar	(3)

Plus select two additional upper division courses from the Gerontology Major list of requirements and options (above).

Total units for the Minor in Gerontology: 18

Certificate in Gerontology

A Certificate in Gerontology is available to those who have previously earned a Bachelor's Degree, but now wish to receive training in Gerontology in order to prepare for a new career in the field.

Required Courses for Certificate in Gerontology:

GER 120	Case Management	(3)
GER 189	Sociology of Aging	(3)
GER 192	Thanatology Seminar	(3)
GER 197	Gerontology Internship	(3)
SOC 117	Research Methods	(3)
PHI 168	Bioethics	(3)
or		
RST 49/149	Biomedical Issues	(3)
BIO 10	Health Science	(3)
or		
BIO 112	Human Nutrition	(3)

Total units in Gerontology: 21

GER 21 Internship: Gerontology (3)
Off-campus internship experience at the lower division level at a site mutually agreed upon by advisor and student. The goal is to gain hands-on experience at a facility which serves the older population. A minimum of 120 hours of on-site work is required, along with practicum attendance. This course cannot count towards Gerontology Major requirements, but serves as a good introduction to actual work in the field. *Prerequisite: GER 94 or SOC 189.*

GER 94 Topics in Aging (3)
An examination of the current issues and trends operative in society today with an emphasis on their effects on the quality of life of the aging American. Previously known as HSP 94.

GER 120 Case Management in Health and Human Services (3)
A study of the methods and practices utilized by health and human services case managers working in a variety of social service resource settings, such as hospitals, daycare centers, senior centers, non-profit outreach programs, and convalescent facilities. Fundamental business, management and social interaction skills will be highlighted. **See SOC 120.**

GER 138 Non-Profit Management Seminar (3)
An introduction to essential management methods and skills as applied in the non-profit management sector. These include the core business fundamentals necessary for team-building, professional collaboration, grant-writing, fund-raising, marketing, accounting and finance in non-profit organizations. (Also, BUS 139, EDU 138C, PSY 138 and SOC 138)

GER 189 Sociology of Aging (3)
A cross-cultural exploration of aging as experienced in the United States. Ageism, societal attitudes regarding the elderly, and responses to the aging process, both from the individual and social perspective, are examined. Cultural variation and responses to aging and the social, political, and economic implications of a rapidly expanding aging population in the U.S. and in many regions of the world, will be analyzed. Resource and service availability for the elderly—locally, regionally, and nationally—will also be assessed. **See SOC 189.**

GER 192 Thanatology Seminar (3)
A multi-disciplinary and comparative approach to death and dying. The course focus will consist of historical and literary themes, along with cultural responses which have provided understanding, coping, and meaning for the death and dying process. Previously known as HSP 196.

GER 196H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

GER 197 Gerontology Internship (3)
The application of the major's program of study through an internship experience. A minimum of 120 hours of on-site experience is required, along with practicum attendance and participation. Internship site to be selected and mutually agreed upon by student and advisor. Open to Gerontology Majors only and to be taken in senior year of study. *Prerequisites: GER 189. Previously known as HSP 195.*

GER 198 Readings in Gerontology (1-6)
Intensive and independent study in a field of special interest at the culmination of one's gerontology studies.

GER 199 Special Studies (1-6)
A more advanced or specialized treatment of an area covered in the regular course list.

History

Department Affiliation: History and Political/Science

The student who majors in history examines and analyzes the heritage of the recorded past in an effort to better understand and evaluate events and developments of the present. Emphasis is placed on American, European, and non-Western civilizations.

Other options are offered in the closely-allied area majors offered in Social Science with emphasis in history, political science, and public administration.

It is possible to have history and American Studies as a double major. See American Studies. Such a combination is highly desirable and very useful, combining as it does with the general major a specialized study of the character and developing trends of American society.

Courses Required for a B.A. Degree in History

Lower Division:

HIS 1AB	Western Civilization	(3,3)
POL 10	Political Concepts	(3)

Upper Division:

Nine upper division courses including:

HIS 101	Historical Methods and Historiography	(3)

Total units in History: 36

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

The Minor in History

A minimum of six courses including:

HIS 1AB	Western Civilization	(3,3)
HIS 101	Historical Methods and Historiography	(3)

Total units in History: 18

To declare a minor in History a student must take at least 5 approved courses from Mount St. Mary's College.

HIS 1AB Western Civilization (3,3)
An historical study of the major elements in human heritage designed to introduce the student to the ideas, attitudes, and institutions basic to western civilization. **GS-IIIC**

HIS 5/5H European Leaders and Ideas in Ferment and Flux (3)
A study of the major people and forces which shaped European culture and institutions from the mid-19th century to the present. **GS-IIIC**

HIS 25 Cultural and Historical Geography (3)
A survey of the basic cultural elements of geography, of their correlation with the physical elements, and of the geographic factors basic to the study of history and the social sciences. **GS-IIIC, VI**

HIS 42/142 The Age of the Renaissance and Reformation, 1300-1648 (3)
A study which combines two seminal eras in European history. Students are invited to probe the intellectual and artistic flowering of the Renaissance as well as its political and economic foundations; further investigation will focus on the intellectual, social, religious and political complexities of the Reformation era as well as its major religious and political personalities. **GS-IIIC or VA4**

HIS 43/143 Europe: The Old Regime and the Enlightenment, 1648-1789 (3)
The European search for security and the effort to reconcile the Old Regime with the New Science of the Enlightenment. An examination of the attempts to maintain the political balance and growth of forces leading to the modern world. **GS-IIIC**

HIS 46/146 Europe: The Age of Revolution and Nationalism, 1789-1871 (3)
A study of class conflicts, culture and nationalism in the period from the beginning of the French revolution to the unification of Italy and Germany and the Commune of Paris. The intellectual and artistic achievements of figures such as Goya, Beethoven, Stendhal, Darwin, Marx, and Wagner will be treated in relation to the political, social, and cultural trends of this period.

HIS 47/147 Europe: The Age of Imperialism and Totalitarianism, 1871-1945 (3)
The history of Europe in the German era from the establishment of the Second Reich to the collapse of the Third. A study of society and culture in nations preparing for and conducting total war. The intellectual and artistic achievement of figures such as Nietzsche, Freud, Mann, Nijinsky, Orwell, and Picasso will be treated in relation to the political and intellectual currents of the period. **GS-IIIC**

HIS 50/150 An Introduction to Asian History (3)
Introduction to the major themes in the social, cultural, religious, and political development of Asia; principally India, China, and Japan. Examines and compares the history of these civilizations form prehistory to the early twentieth century. **GS-IIIC**

HIS 75 Contemporary America (3)
American life since 1945; national and international problems, the place of the United States in world affairs, and the changing mores of American society. **GS-IIIC, IIIG**

***HIS 93ABCD Studies in Selected Historical Problems/Topics (3,3,3,3)**
The course will reflect special areas of research by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules. **GS-IIIC, VI**

HIS 101 Historical Methods and Historiography (3)
An examination of modern research and writing methods emphasizing needed skills in preparing research papers. Evaluation of the most significant historians and historical works. Required for history majors.

HIS 112/112H Economic History of Europe (3)
This course will offer a unified explanation for the growth of Western Europe from A. D. 900 to 1900, with particular emphasis on the evolution of economic institutions.

These institutions include property rights and wage labor. See also ECO 112H. **GS-IIIC**

HIS 115AB History of Political Theory (3,3)
See POL 117AB. **GS-IIIC**

HIS 116 Classical Civilization (3)
The development of ancient Greece from the Bronze Age through the Hellenistic Ages. The rise of Rome, its rule of the Mediterranean, and its role as transmitter of the Greek heritage. **GS-IIIC**

HIS 118 The World of Medieval Europe, 500-1300 (3)
An Exploration of the forces, institutions, and people of the late Roman Empire, the emerging Christian Church, and the Germanic tribes which fused together to create the foundations for Western European civilization. **GS-IIIC**

HIS 124 History of the Middle East (3)
An examination of the development of major Islamic civilizations to the emergence of the contemporary nation states. Emphasis on the origins of the Turkish-Christian and Arab-Jewish conflicts.

HIS 151 Advanced Studies in the History of Modern Japan (3)
An examination of the rapid transition of the feudal Japan of the Shogun to the modern technological state. This course will probe the events that brought changes in government, family, religion, education, industry and foreign relations from 1600 to 1952. (See POL 152A.) **GS-IIIC**

HIS 152 Advanced Studies in the History of Modern China (3)
An emphasis on the development of Modern China through a biographical approach. Personalities such as the Empress Dowager, Sun Yat-sen, Mao Tse Tung and others will provide insights into the evolution of the Chinese State. (See POL 152B.) **GS-IIIC**

HIS 153 Advanced Studies in the History of Modern India (3)
This course on Modern India provides an in depth study of the multicultural, social, political, religious, and economic realities that connect and differentiate indigenous Hindus, Muslims, and Europeans in India from the establishment of the Mughal Dynasty (c. 1600) to Indian Independence (1947) (See POL 152C) **GS-VI**

HIS 162 History and Civilization of Latin America Latin America (3)
A survey of pre-Columbian and Latin American social and cultural history, with stress on the values and institutions which have created modern society in the Latin American world. **GS-VI**

HIS 165 History of the Spanish-Speaking Peoples of the United States (3)
A study of the Spanish-speaking peoples in the United States today. The history, contemporary status, and emerging future of the Mexican Americans, with attention to the Puerto Ricans, Cubans, and other communities of importance to Southern California.

HIS 171 The United States from Colony to Republic, 1607-1800 (3)
The American Revolution, Confederation, and union under the Constitution; the social, economic, and cultural development of the United States to 1800. **GS-IIIC**

HIS 173 The United States in the 19th Century (3)
Social, economic, political development from the early national period through the Gilded Age, with special emphasis on the civil War, including the underlying causes of the conflict and its consequences for American civilization. **GS-IIIC**

HIS 178 Diplomatic History of the United States (3)
A survey of the factors entering into the formation and the carrying out of American foreign policy, with emphasis on twentieth century developments and post World War II problems. **GS-IIIG**

HIS 179 Constitutional History of the United States (3)
The evolution of the fundamental characteristics and trends in American Constitutional development with emphasis on contemporary problems. Consent of instructor necessary for non-majors and non-minors. See POL 108. **GS-II, IIIC, IIIG**

HIS 180 Current Constitutional History (3)
Emphasis on the Bill of Rights as applied to both federal and state jurisdictions. Also includes examination of both substantive and procedural due process. See POL 109. **GS-II, IIIC, IIIG**

HIS 181 Modern Presidential History (3)
A study of 20th Century presidents and how their personalities and styles of leadership influenced political trends. A comparative analysis of crises and leaders will be the major emphasis. **GS-IIIC**

HIS 188 California History (3)
The social, economic, cultural, and institutional development of California through the Spanish, Mexican, and American periods. See POL 179. **GS-IIIG**

HIS 185A African American History: American Slavery, 1619-1865 (3)
Slavery as an economic and social institution from its introduction to the English colonies in 1619 to its abolition following the civil War in 1865. **GS-IIIC**

HIS 185B African American History: Emancipation to the Modern Era (3)
Social, Political, economic, and cultural history of African Americans, with emphasis on how African Americans achieved legal and political equality with the American System. African American cultural expression, Black Nationalism, and changing race relations throughout the history of the United States. **GS-IIIC**

HIS 185C/185CH Race and Racism in American Life and Thought (3)
The evolution and role of race constructs in American social and intellectual history, including law and politics, art and the media, and evolving social mores from Colonial America to the late 20th Century. **GS-IIIC**

HIS 186/186H Gender in American Life and Thought (3)
The evolution and role of gender constructs in American social and intellectual history including law and politics, art and the media, and evolving social mores from Colonial America to the late 20th Century.

HIS 188 California History (3)
Social, economic, cultural, and institutional development of California through the Spanish, Mexican and American periods. See POL 179. **GS-IIIG**

HIS 193ABCD Studies in Selected Historical Problems/ Topics (3,3,3,3)
Each course will reflect special areas of research or interest by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules. **GS-IIIC**

HIS 196H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

HIS 197ABC Readings in Historical Literature (1-3)
Individual programs of reading on significant historical topics or fields. Designed to acquaint the student with pertinent books of the past and present. Limited to majors in history.

Human Services

Departmental Affiliation: Sociology

A.A. Degree

Within the Department of Sociology, an Associate of Arts Degree in Human Services is available on the Doheny Campus. This program prepares students for entry level careers in the service sector in three areas of emphasis (Gerontology, Criminology, and Youth Services), and for advanced studies in the Baccalaureate Program on the Chalon Campus.

In addition to completion of all general studies courses for the Associate of Arts Degree, the following are required:

Core Courses Required for A.A. Degree in Human Services:

SOC 5	Sociological Perspectives	(3)
PSY 1	Introduction to Psychology	(3)
SPE 10	Intro. to Communication	(2)
BIO 10	Health Science	(3)
CIS 1A	Computer Processes and Applications	(3)
or		
BUS 7	Computer Applications in Business I	(3)
BUS 4	Business Foundations	(3)
INT 91	Humanities: Los Angeles	(1)
INT 96	Culture, Race and Communication	(1)

Plus one of the following Ethics courses:

PHI 21, RST 41, RST 45, RST 49, or RST 50

Plus the following courses in a selected area of emphasis:

Emphasis in Gerontology:

GER 94	Topics in Aging	(3)
RST 78	Death and Afterlife	(3)
SOC 21	Internship: Gerontology	(3)

Emphasis in Criminology:

SOC 10	Deviance and Youth	(3)
SOC 11	Crime and Society	(3)
SOC 23	Internship: Criminology	(3)

Emphasis in Youth Services:

PSY 12	Child/Human Development	(3)
SOC 6	The Family, Child and Community	(3)
SOC 22	Internship: Youth Services	(3)

Journalism

Departmental Affiliation: English

JRN 101 Basic News Writing (3)
Introduction to the basic skills of reporting and news writing. Intensive writing practice. Overview of print and broadcast journalism.

JRN 102 Advanced Reporting and News Writing (3)
Reporting techniques and intensive experience in identifying news sources, interviewing, researching, and constructing the story. Practice in a variety of types of journalistic writing. Emphasis on journalism ethics and law. *Prerequisite: JRN 101 or equivalent.*

JRN 90/190 Internship (1-3)
May be repeated for credit.

JRN 96/196 Oracle Workshop (1-3)
Guides students through the monthly production of the student newspaper. Addresses all aspects of production including reporting, writing, editing, layout and advertising. May be repeated for credit.

The Leadership and Women's Studies Minor

Departmental Affiliation: History and Political Science

The Leadership and Women's Studies Minor provides students with an in-depth understanding and practice of leadership as it relates to women and an opportunity to examine gender issues in the world today. Through the study of women's leadership and women's contribution to culture and society, students obtain both the theoretical background and the practical skills to maximize opportunities in their personal and professional lives. Courses from a variety of disciplines, as well as specific LWS courses, address the theoretical aspects of women's centrality in society and culture as well as the functional skills that empower today's women to exercise leadership. Through co-curricular activities sponsored by the MSMC Women's Leadership Program, LWS minors have the opportunity to exercise and enhance the skills learned in the classroom.

The minor consists of 18 units, LWS 10 (Women and Leadership in American Society) and 15 upper division units drawn from three fields; at least 3 units must be taken from each field. In addition to these courses that carry ongoing LWS designation, the department will issue a list of courses each semester that will carry one-time LWS designation in each of the three fields, when appropriate.

FIELD 1 (Leadership Concentration)

LWS 100	(Leadership Studies)	(3)
LWS 116	(Advanced Leadership Seminar)	(3)
LWS 125	(Leadership Studies Seminar	(3)
LWS 190	(Leadership Practicum)	(1)
LWS 191	(Internship in Leadership)	(3)
LWS 196H	(Seniors Honors Thesis)	(3)
LWS 199	(Independent Study)	(3)

FIELD 2 (Women's Studies Concentration)

ART 174	(Women in Contemporary Art)	(3)
BUS 140/LWS 111	(Women's Issues in Business and Economics)	(3)
ENG 123	(Women's Voices in Literature)	(3)
ENG 127	(Women in Quest)	(3)
ENG 128	(Contemporary Issues in World Literature)	(3)
HIS 191	(Major Issues in US Women's History)	(3)
HIS 192/LWS 192	(Women of Color)	(3)
PHI 178	(Philosophy of Women)	(3)
PHI 179	(Women and Values)	(3)
POL 190	(Women in International Politics	(3)

FIELD 3 (Interdisciplinary)

BUS 184	(Organizational Behavior)	(3)
HIS 186	(Gender in American Life and Thought)	(3)
NUR 182	(Leadership and Management)	(3)

POL 134	(International Organization)	(1-3)
POL 135	(Selected Problems in International Organization)	(3)
POL 185	(Public Personnel Administration)	(3)
POL 187	(Organizational Theory and Governmental Management)	(3)
PSY 110	(Gender Issues in Psychology)	(3)
RST 135	(Women and Christianity)	(3)
SOC 161	(Dynamics of Majority-Minority Relations)	(3)
SOC 190	(Social Change)	(3)
SOC 191	(Social Movements)	(3)
SPA 146	(Women in Hispanic Literature)	(3)

LWS 1A Leadership Concepts (1)
An introduction to key leadership issues and concepts, with special emphasis on the connection of self-awareness, self-development and the role of gender to the leadership process.

LWS 1B Leadership Concepts (1)
An introduction to key leadership issues and concepts for women, with special emphasis on the development of team work, decision-making and communication skills.

LWS 10 Women and Leadership in American Society (3)
An overview of the impact of gender on women's lives and issues of women's leadership. Students will apply critical thinking techniques to make connections between their experiences and the readings. Emphasis on empowerment of students to take leadership roles locally and in the global community. This course replaces WS 100. **GS III-F**

LWS 100 Leadership Studies (3)
A critical examination of the leadership process, including emerging approaches to leadership, the leaders and strategies for change. A special focus will be on the role of college students in the leadership process.

LWS 111/BUS 140 Women's Issues in Business and Economics (3)
Survey of issues that affect women in business and review of the feminist critique of classical economic theory. Topics surveyed may include women's labor history, Marxist feminism, socialist feminism, feminist organizational theory, women in management, the wage gap, the glass ceiling, gendered economic roles, women's issues in business law, affirmative action and sexual harassment. **GS-IIIG, VI.**

LWS 116 Advanced Leadership Seminar (3)
Seminar on an advanced topics in leadership. Format varies with topic and instructor. May be repeated for credit.

LWS 125 Applied Leadership (3)
An experience oriented course involving the student's observation and some application of the principles of effective leadership. Weekly seminars integrate fieldwork with theories and models of community and civic leadership.

LWS 190 Leadership Practicum (1)
An experience-oriented course designed to enable the student to apply the principles of effective leadership and leadership development in real-life settings. Weekly seminars integrate experience with theories of group and professional leadership and models of leadership development.

LWS 191 (Internship in Leadership) (3)
Qualified students intern in nonprofit organizations, government offices, or businesses where women's needs and concerns are being addressed. Selected readings and a written analysis of issues and experiences are required. *Pre-requisite LWS 10. Maximum 3 units may be applied towards LWS minor.*

LWS 192/HIS 192ABC Women of Color in the United States (3)
This course explores the experiences of women of color in the United States. Although the approach is historical, course materials will include literature and film, in addition to works of history. Each semester the course focuses on a single group of women of color. May be repeated for credit.

LWS 196H Seniors Honors Thesis (3)
Open only to students admitted to the Honors Program.

LWS 199 Independent Study (3)
May be repeated for credit. Offered only on request with permission of a supervising faculty member.

Liberal Arts

A.A. Degree

The Associate in Arts degree with a specialization in Liberal Arts is designed for the student who wishes to explore various disciplines and have a wide variety of experiences. At the completion of the Associate in Arts program, the student may pursue a major leading to a baccalaureate degree in her chosen field and/or she may enter a career which utilizes the benefits from her interdisciplinary program. For transfer to the baccalaureate program on the Chalon campus, the student should consult her advisor regarding General Studies requirements. Requirements for admission into the Liberal Arts program are the same as those for admission into the Associate Degree program.

The Liberal Arts Program requirements include:

English 6AB/1AB	(3,3)
Outreach	(1)
Freshman Orientation	(2)
Art or Music	(3)
Literature	(3)
Religious Studies	(6)
Modern Language	(8)
Mathematics	(3)
Science	(3)
Psychology	(3)
Sociology	(3)
History/Political Science/Economics	(3)
Speech	(2)
P.E./Wellness	(1)

The student must complete all Liberal Arts requirements with a grade of C- or better (except for English classes where grades must be C or better).

Total units in the Liberal Arts Program: 47

Plus additional General Studies requirements and electives totaling 60 semester units.

The B.A. Degree with a Major in Liberal Arts

(Offered through Weekend College)

Departmental Affiliation: English

The liberal arts major allows the study of human beings and societies from the multiple perspectives of the humanities and the social sciences. By means of this interdisciplinary major, a student can explore and combine the varied insights into human art and activity that are revealed by the disciplines and methodology of psychology, literature, art, history, philosophy, religious studies, music, sociology, economics, and anthropology.

Building on the base of the general studies curriculum, students select courses for their major which will further their examination of human beings and societies through the lenses of at least two disciplines in the humanities and two in the social sciences. This focusing of perspectives allows the student to illuminate chosen themes such as the character of American culture or women's issues from a variety of intellectual angles, and to do so in depth and with rigor.

The liberal arts major provides a solid background for graduate work in law, public administration, and most fields in the humanities and social sciences. Students who wish to develop a strong professional specialization are encouraged to combine the major with a minor, such as business administration.

Requirements:

A minimum of thirty units in liberal arts offerings, of which twenty-four must be upper division. A minimum of four of the upper-division courses must be in the humanities, representing at least two of the following disciplines:

art
language
literature
music
philosophy
religious studies

and a minimum of four upper-division courses must be in the social sciences, representing at least two of the following disciplines:

anthropology
economics
history
political science
psychology
sociology

Total Units in Liberal Arts: 30

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement of two courses in modern language or culture

Liberal Studies

Department Affiliation: Education

The Liberal Studies major is an integrative program of study designed for, but not limited to, students seeking the Multiple Subject Credential authorizing them to teach in California elementary schools. This program of academic preparation is approved by the California Commission on Teacher Credentialing. Students interested in professional careers other than education may also wish to consider this undergraduate program. To be eligible for acceptance into the Liberal Studies major, applicants must have achieved a minimum grade point average of 2.5 (C +) in high school and in any previous college coursework. Students pursuing the Liberal Studies Major may be assigned course credit for Advanced Placement Scores of 3, 4, or 5 in subject areas that fulfill requirements for the Major at the discretion of the program advisor.

Candidates who complete a *B.A. degree in Liberal Studies* must meet all requirements for the California Commission on Teacher Credentialing (CCTC) approved academic preparation program within a two-year period from the issuance of this degree.

If credential candidates do not complete the CCTC-approved academic preparation program in Liberal Studies at Mount St. Mary's College in conjunction with the bachelor of arts degree, they must meet academic requirements by obtaining a passing score on the Multiple Subjects Assessment Test (MSAT).

MSMC does not do equivalency evaluations of academic preparation programs or courses completed by candidates from other colleges or universities. MSMC also does not evaluate academic preparation program equivalency for candidates who completed the bachelor of arts degree at Mount St. Mary's College before June 30,1996, unless the candidate completed the Diversified Major.

Contact the Coordinator of the Liberal Studies Major with questions about this policy or about meeting requirements for the academic preparation for the Multiple Subjects Credential. California legislation and regulations regarding credential requirements are subject to change and supercede MSMC catalog policies and department procedures regarding them.

At Mount St. Mary's College the Liberal Studies major is offered through the Education Department.

Liberal Studies Major Requirements

All courses taken as part of the major must be approved by the Liberal Studies advisor as indicated by the advisor's signature on the registration form. It is the student's responsibility to note whether or not there are prerequisites for courses which are major requirements. See departmental listings.

Language

9 units in composition (e.g., ENG 1A and 1B; ENG 5H and ENG 105)

One course in speech (e.g., SPE 10) and 3 units in linguistics (e.g., ENG 102) Courses in language other than English to meet Mount St. Mary's College modern language requirements (See pp. 59 & 62 in this catalog.) Spanish recommended.

One course in children's literature (ENG 34 or 134); 3 units in American literature or other advisor-approved course (minimum requirement; additional units recommended, e.g., ENG 146)

Mathematics and Science

6- 9 units in mathematics (e.g., MTH 50 and 51) (Prerequisite for enrollment: completion of high school algebra and geometry with a grade of C or above. Students with more math background are encouraged to take MTH 1 and 3A)

1 - 3 units in computer (MTH 9 recommended)

3 units in biological science (must include a laboratory, e.g., BIO 5)

4 units in physical science, including space and earth science (e.g., PHS 2)

3 elective units in science (BIO 10 recommended)

Minimum of 18 units required.

Social Science and History

6 units in U.S. history and government.

Candidates for the California teaching credential must complete 2 units of study of the U.S. Constitution)

3 units in world history (e.g., HIS 1A or 1B; HIS 150) 3 units in geography (e.g., HIS 25)

3 units in economics or in a course which focuses on economics (e.g., ECO 1 or HIS 112)

6 units in anthropology, psychology and sociology (e.g., PSY 12; SOC 5; PSY 102 or 146. Courses from two disciplines are required.)

Minimum of 21 units required.

In the area of social sciences and history:

1) one course must include an international dimension
2) one course must include a study of country or countries other than the United States
3) at least two courses must be offered by the History department
4) at least one course must include an introduction to or the study of a culture or cultures other than one's own

Humanities

15 units are required to meet general studies requirements at Mount St. Mary's College. For inclusion in the major, one course in Religious Studies must be approved by the Liberal Studies advisor. Acceptable (and recommended) courses for the major include RST 61, RST 78, and PHI 160. Other acceptable courses for the major include PHI 5 or PHI 10 (recommended), PHI 134, PHI 168A, 174, or 176.

Fine Arts

4 units in art (ART 3, 5, or ART 173 and 145 or EDU 33)
4 units in music (MUS 6/106 or 116 and MUS 130 or EDU 33)
1 unit in the visual and performing arts (e.g., INT 194A)

Physical and Health Education

4 units in physical and health education (BIO 10 recommended, or BIO 112 and PED 100)

Human Development

6 units in human development (PSY 12 and another course, e.g. Psy 113)

Education

The following courses in education facilitate an integrative program of study and meet the field experience requirements for the Liberal Studies major for students planning to apply for the Multiple Subject Teaching Credential. Edu 102B may be completed after conferral of the bachelors degree.

EDU 100	Introduction to Liberal Studies	(1)
EDU 101	Seminar in the Concentration: Liberal Studies Major	(.5)
EDU 102AB	Integrative Seminar in Liberal Studies	(.5) (.5)
EDU 150	Elementary Instruction: Theory and Practice	(3)

Concentrations

Candidates for the Liberal Studies major must also complete a concentration in an area such as English, mathematics, social science, or Spanish. Concentrations must be completed in subject areas commonly taught in elementary schools, or related areas. The concentration consists of 12 units of study which are coherently related to each other with an integrative theme and are ordinarily upper division units. Information about and examples of concentrations are discussed in EDU 100 and 101.

Mathematics

Departmental Affiliation: Physical Sciences and Mathematics

While offering students an opportunity to study mathematics as part of a liberal education, the mathematics major serves as excellent preparation for work in fields such as computer science, statistics, secondary teaching, business, or graduate study. Coupled with courses in chemistry and biology, a degree in mathematics also provides excellent preparation for entrance into schools of medicine, dentistry, or optometry.

Courses Required for a B.A. Degree in Mathematics

Computer Science Emphasis

Lower Division:

MTH 5ABC	Calculus I/II/III	(4,4,4)
CIS 1B	Computer Processes and Applications B	(3)
MTH 20	Programming	(3)
MTH 25	The LINUX/UNIX Environment	(3)
PHY 11AB	Mechanics/Electricity, Magnetism, and Optics	(4,3)
PHY 1BL	Physics Laboratory	(1)

Students who can demonstrate their proficiency in any of the above courses may enroll in the next course in the sequence. Students who need further preparation in algebra and elementary functions should take MTH 1, College Algebra, before MTH 5A.

Upper Division:

MTH 102	Advanced Calculus	(3)
MTH 103	Linear Algebra	(3)
MTH 111	Abstract Algebra	(3)
MTH 113	Probability and Statistics	(3)
MTH 119	Differential Equations	(3)
MTH 128A	Numerical Analysis	(3)

Nine units from:

MTH 101	Topics in Geometry	(3)
MTH 120	Discrete Mathematics	(3)
MTH 128B	Numerical Analysis	(3)
MTH 135	Structure of Programming Languages	(3)
MTH 140	History of Mathematics	(1)

Total units in Mathematics: 48

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement. An overall GPA of 2.0 in major courses is required for the degree.

The Minor in Computer Programming

Lower Division:

MTH 5ABC	Calculus I/II/III	(4,4,4)
CIS 1B	Computer Processes and Applications B	(3)
MTH 20	Programming	(3)
MTH 25	The LINUX/UNIX Environment	(3)

Upper Division:

Two upper division courses chosen in consultation with the student's adviser from the following:

MTH 113	Probability and Statistics	(3)
MTH 119	Differential Equations	(3)
MTH 120	Discrete Mathematics	(3)
MTH 128AB	Numerical Analysis	(3,3)
MTH 135	Structure and Comparison of Programming Languages	(3)

The Minor in Mathematics

A minimum of eight courses including the following:

MTH 5ABC	Calculus I/II/III	(4,4,4)
MTH 119	Differential Equations	(3)
and		
MTH 103	Linear Algebra	(3)
MTH 111	Abstract Algebra	(3)

Two additional upper division courses chosen in consultation with the department. (6)

MTH 0X Math Tutorial (1)
This class is for students who need a review in a limited number of mathematical topics. The topics may include: the numbers of arithmetic, an introduction to algebra, linear equations in one variable, word problems, polynomials, graphing and straight lines, systems of equations, rational expressions, radicals, quadratic equations, absolute value and inequalities. Students will meet one hour per week with a tutor. Credit does not apply to the baccalaureate degree.

MTH 1 College Algebra and Trigonometry (4)
Set language and notation, real and complex numbers, fundamental operations, inequalities; polynomial, exponential, and trigonometric functions, and their graphs; De Moivre's theorem. Prerequisite: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X. **GS-II, IIIE**

MTH 2X Fundamentals of Algebra (3)
Real numbers and their properties, exponents and radicals, fundamental operations, polynomials, factoring, rational expressions, linear and quadratic equations and inequalities, systems of equations. Meets four hours per week. Successful completion of MTH 2X fulfills the AA liberal arts requirement; credit does not apply to the baccalaureate degree.

MTH 5A Calculus I (4)
Limits; continuity; derivatives of algebraic and transcendental functions with applications; antiderivatives; an introduction to the definite integral; the Fundamental

Theorem of Calculus. Prerequisite: Three to four years of high school mathematics including trigonometry and satisfactory score on Mathematics Placement Examination or grade of C - or better in MTH 1. **GS-II, IIIE**

MTH 5B Calculus II (4)
Techniques of integration (substitution and parts); numerical methods of integration; applications of the integral (area, volume, work, arc length); improper integrals; infinite series; an introduction to parametric equations and polar coordinates, *Prerequisite: Grade of C - or better in MTH 5A.* **GS-II, IIIE**

MTH 5C Calculus III (4)
Partial derivatives; multiple integrals; three-dimensional space; vectors in two- and three-dimensional space; vector calculus. *Prerequisite: Grade of C or higher in MTH 5B or consent of instructor.*

MTH 10 Mathematical Ideas (3)
Ideas in mathematics chosen to illustrate the mathematical way of thinking and to acquaint liberal arts students with mathematics as an art and science. Topics include inductive reasoning, sequences, functions, transformations, probability and statistics. This course does not meet minimum teaching credential requirements, but is highly recommended. *Prerequisite: Satisfactory score on Mathematics Placement Examination or completion of MTH 2X.* **GS-II, IIIE**

MTH 20 Programming (3)
Intermediate level programming methods including data file manipulations, with special emphasis on application to classical numerical techniques. Applications in science, mathematics, and business. This course is language-free and permits a background in any programming language. *Prerequisite: CIS 1B and MTH 5A or concurrent enrollment in MTH 5A or consent of the instructor.* **GS-II, IIIE**

MTH 25 The LINUX/UNIX Environment (3)
Basic LINUX and UNIX commands, the file systems, pipes, filters, shell procedures, reading of binary files and programming debugging aids. *Prerequisite: CIS 1B and familiarity with a compiled programming language; MTH 5A is highly recommended.*

MTH 28 Mathematical Analysis for Business (3)
Topics in Algebra including solutions of systems of equations and inequalities; exponential and logarithmic functions; linear programming and mathematics of finance. Emphasis is placed on the application of mathematics to problems in business. *Prerequisites: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X.* **GS-IIIE**

MTH 30 Calculus for Business (3)
Introduction to the differential and integral calculus of elementary functions and analytic geometry. Applications of the methods of calculus to business and economic problems. *Prerequisite: Satisfactory score on Mathematics Placement Examination or a grade of C or better in MTH 1 or a grade of B or better in MTH 28.*

MTH 38 Elements of Probability and Statistics (3)
Elementary probability theory, properties of distributions, sampling, estimation, hypothesis testing, correlation. *Prerequisite: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X.* **GS-II, IIIE**

MTH 38H Elements of Probability and Statistics (3)
Topics in probability and statistics including measures of central tendency and spread, elementary probability theory, properties of distributions, estimation, confidence intervals, hypothesis testing, linear correlations and regression. An algebra based course intended primarily for nonmathematics majors. *Prerequisite: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X. Open only to students admitted to the honors program.* **GS-II, IIIE**

MTH 50 Elementary Number Systems (3)
Sets, numeration systems, properties of integers, rational and real numbers, elementary number theory, modular systems, problem-solving processes, ratio, proportion, percentage, simple examples of the use of the computer in elementary schools. This course is intended primarily for Liberal Studies Majors. Can be taken for professional credit. *Prerequisite: High school algebra and geometry with a grade of C or better.* **GS-II, IIIE**

MTH 51 Elements of Geometry and Statistics (3)
Intuitive geometry of lines, planes, and space; congruence, similarity, measurement, geometric constructions, elements of probability and statistics. This course is intended primarily for Liberal Studies Majors. Can be taken for professional credit. *Prerequisite: High school algebra and geometry with a grade of C or higher.* **GS-IIIE**

MTH 99/199 Special Studies in Mathematics (1-3)
Independent or group studies in mathematics. Course may be repeated for credit. *Prerequisite: Approval of the department and consent of the instructor. Any upper division mathematics course will require a minimum grade of C in Prerequisite courses.*

MTH 101 Topics in Geometry (3)
A brief treatment of the axiomatic foundations of Euclidean and non-Euclidean geometry. An introduction to differential geometry. *Prerequisite: MTH 5C, 103 concurrent.*

MTH 102 Advanced Calculus (3)
Set theory, real numbers and their topology, limits, continuity, differentiation and integration theory. *Prerequisite: MTH 5C.*

MTH 103 Linear Algebra (3)
Vectors and vector spaces, linear transformations and matrices, determinants, eigenvalues and eigenvectors. *Prerequisite: MTH 5B.*

MTH 104 Number Theory (3)
The division algorithm, different bases, g.c.d. and 1.c.m., the equation ax + by = n, the fundamental theorem of arithmetic; properties of congruence, reduced residue systems, Euler phi-function, simultaneous congruences; polynomial congruences, primitive roots, indices, the law of quadratic reciprocity, finite and infinite continued fractions, some computer applications in elementary number theory. *Prerequisite: MTH 5C or consent of instructor.*

MTH 105 Complex Analysis (3)
Complex numbers and functions, analytic functions, integration, conformal mapping. *Prerequisite: MTH 5C.*

MTH 111 Abstract Algebra (3)
Numbers and number systems, groups, rings; fields; homomorphism and isomorphism theorems. *Prerequisite: MTH 5C or consent of instructor.*

MTH 113 Probability and Statistics (3)
Probability as a mathematical system, random variables and their distributions, limit theorems, statistical applications, hypotheses testing. *Prerequisite: MTH 5C or consent of instructor.*

MTH 119 Differential Equations (3)
Linear equations, series solutions, Laplace transforms, numerical methods, existence and uniqueness of solutions. *Prerequisite: MTH 5C.*

MTH 120 Discrete Mathematics (3)
Set theory, formal languages, relations and functions, logical inferences, elementary combinatorics, graphs, trees, and digraphs. *Prerequisite: MTH 5C.*

MTH 128AB Numerical Analysis (3,3)
Solutions of large systems of linear algebraic equations. Eigenvalues and eigenvectors of matrices. Interpolation: Lagrange and Newton polynomials. Fourier series and orthogonal polynomials. Introduction to the theory of ordinary differential equations. Heun and Runge-Kutta numerical techniques. Numerical determination of real and complex roots of polynomials; cubic splines; numerical treatment of partial differential equations, techniques of numerical integration. *Prerequisites: MTH 5C, MTH 20.*

MTH 135 Structure and Comparison of Programming Languages (3)
Basic concepts of syntax and semantics. Comparison of syntax and semantics of selected programming languages. Language design. Programming projects in various languages. *Prerequisites: MTH 5C, MTH 20, or consent of instructor.*

MTH 140 History of Mathematics (1)
History of mathematics from antiquity to the mid 20th century. This is an independent studies course. *Prerequisites: MTH 5C, MTH 103, and demonstrated mathematical maturity.*

MTH 190 Internship (1-3)
An intensive work study program for qualified upper division students. The student is responsible for setting up the internship in conjunction with the appropriate faculty and the office of Career Planning and Placement. This must be approved by the department chairperson.

MTH 195H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

Music

The music major is a program carefully designed to provide a rich and wide range of musical learning and experience. It combines classroom study, discussions and lectures with individual instruction, solo and ensemble performance, concert attendance and internships.

Two degrees are offered. The *Bachelor of Arts* degree offers preparation in music for students desiring a broad knowledge of music for teaching, research, performance, personal enjoyment, cultural development, or advanced degrees. The total curriculum includes two-thirds of the studies in the liberal arts, and one-third in music.

The *Bachelor of Music* degree is a thorough basic preparation for students intending a career in music as well as preparation for advanced degrees. This can include performing as soloist or in ensemble, conducting, composing, teaching, or ministering with music. The total curriculum includes one-third of the studies in the liberal arts, and two-thirds in music.

The Music Department offers a *Music Ministry Certificate* program for persons wishing to pursue music leadership roles in parishes. Essentially a two year program, it can serve as the basis for a baccalaureate degree in Church Music should the student wish to complete such a degree.

The music minor is available to interested students by completing at least 21 units as indicated. Students interested in music as an elective may participate in various offerings of the Music Department including performance classes, individual instruction, or in the study of music as an art.

In addition the Music Department presents varieties of musical concerts, workshops, and other activities which enrich the quality of the educational and cultural life of the College and the community.

The Music Department is accredited by the *National Association of Schools of Music.*

Requirements for Admission as a Music Major or Minor:

1. Audition showing potential in the field of performance
2. Theory examination for placement purposes
3. Interview with designated department personnel
4. Recommendations which indicate potential for music

Courses Required for a B.A. Degree in Music

Performance Emphasis

Core Courses:

MUS 1AB	Musicianship I	(3,1)
MUS 1CD	Musicianship I	(3,1)
MUS 2AB	Musicianship II	(3,1)
MUS 5	Music Practicum	(.5,.5)
MUS 11	Functional Keyboard Skills Every student must pass the piano proficiency examination before graduation. Only three units may be taken for credit.	(1)

MUS 15	Applied Music [4 semesters-Total 6 units]	(1-2)
MUS 24AB	Surveys of the History and Literature of Music	(3,3)
MUS 105	Music Practicum	(.5,.5)
MUS 133A	Music Analysis	(2)
MUS 139	Instrumental Conducting	(2)
	or	
MUS 140	Choral Techniques	(2)

Requirements:

MUS 115	Applied Music [4 semesters, 2 units each term]	(2)
MUS 151	Pedagogy Half-length recital	(2)

For the special needs of the individual, the department may substitute other courses for these music requirements. See also additional requirements for the B.A. and B.M. degrees.

Total units in music: 42

Plus general studies requirements and electives totaling 124 units, including modern language requirement.

Music Theory Emphasis

Core Courses:

MUS 1AB	Musicianship I	(3,1)
MUS 1CD	Musicianship I	(3,1)
MUS 2AB	Musicianship II	(3,1)
MUS 5	Music Practicum	(.5,.5)
MUS 11	Functional Keyboard Skills Every student must pass the piano proficiency examination before graduation. Only three units may be taken for credit.	(1)
MUS 15	Applied Music (At least one unit each term)	
MUS 24AB	Surveys of the History and Literature of Music	(3,3)
MUS 105	Music Practicum	(.5,.5)
MUS 133A	Music Analysis	(2)
MUS 139	Instrumental Conducting	(2)
	or	
MUS 140	Choral Techniques	(2)

Requirements:

MUS 2CD	Musicianship II	(3,1)
MUS 115	Applied Music (At least one unit each term)	
MUS 134	Orchestration	(2)
MUS 136	Technique of Arranging	(2)

For the special needs of the individual, the department may substitute other courses for these music requirements. See also additional requirements for the B.A. and B.M. degrees.

Total units in music: approximately 42

Plus general studies requirements and electives totaling 124 units, including modern language requirement.

The Bachelor of Music Degree

Performance Emphasis

Core Courses:

MUS 1AB	Musicianship I	(3,1)
MUS 1CD	Musicianship I	(3,1)
MUS 2AB	Musicianship II	(3,1)
MUS 2CD	Musicianship II	(3,1)
MUS 5	Music Practicum (2 Semesters)	(.5,.5)
MUS 11	Functional Keyboard Skills	(1)
	Every student must pass the piano proficiency examination before graduation. Only three units may be taken for credit.	
MUS 15	Applied Music - (3un. Each term)	
MUS 24AB	Surveys of the History and Literature of Music	(3,3)
MUS 105	Music Practicum (2 Semesters)	(.5,.5)
MUS 132	Counterpoint	(2)
MUS 133AB	Music Analysis	(2,2)
MUS 134	Orchestration	(2)
MUS 139	Instrumental Conducting	(2)
MUS 140	Choral Techniques	(2)
MUS 141, 142, 143	History and Literature of Music *(2 courses)*	(3, 3)

Requirements:

MUS 115	Applied Music - (3 units each term)	
MUS 122	Performance Practices	(2)
MUS 146A	Special Projects in Music (Vocal) or	
MUS 146B	Special Projects in Music (Instrumental)	(3)
MUS 151	Pedagogy	(2)

Voice students study two languages. One course in diction is recommended.

Half-length junior recital

Full-length senior recital

For the special needs of the individual, the department may substitute other courses to fulfill music requirements. See also additional requirements for the B.A. and B.M. degrees.

Total units in Music: 81

Plus general studies requirements and electives totaling 124 semester units.

Theory and Composition Emphasis

Core Courses:

MUS 1AB	Musicianship I	(3,1)
MUS 1CD	Musicianship I	(3,1)
MUS 2AB	Musicianship II	(3,1)

MUS 2CD	Musicianship II	(3,1)
MUS 5	Music Practicum (2 semesters)	(.5, .5)
MUS 11	Functional Keyboard Skills	(1)
	Every student must pass the piano proficiency examination before graduation. Only three units may be taken for credit.	
MUS 15	Applied Music - (2 un. each term)	
MUS 24AB	Surveys of the History and Literature of Music	(3,3)
MUS 105	Music Practicum (2 semesters)	(.5,.5)
MUS 132	Counterpoint	(2)
MUS 133AB	Music Analysis	(2,2)
MUS 134	Orchestration	(2)
MUS 139	Instrumental Conducting	(2)
MUS 140	Choral Techniques	(2)
MUS 141, 142, 143	History and Literature of Music *(2 courses)*	(3,3)

Requirements:

MUS 26	Brass Instruments	(1)
MUS 27	Woodwind Instruments	(1)
MUS 28	Percussion Instruments	(1)
MUS 29	String Instruments	(1)
MUS 115	Applied Music - [6 un. total]	(1-2)
MUS 135	Composition each term	(2,2,2,2)
MUS 136	Technique of Arranging	(2)
MUS 146N	Special Projects in Music Composition Recital	(3)

For the special needs of the individual, the department may substitute other courses to fulfill music requirements. See also additional requirements for the B.A. and B.M. degrees.

Total units in music: 81

Plus general studies requirements and electives totaling 124 semester units.

Additional requirements for the B.A. and B.M. degrees:

1. Evidence of academic and musical maturity prior to admission to junior standing.
2. Performance in student recitals, and jury examinations in major instrument.
3. Participation in an ensemble every semester.

Certificate Program in Music Ministry

MUS 1AB	Musicianship I	(3,1)
MUS 1CD	Musicianship I	(3,1)
MUS 2AB	Musicianship II	(3,1)
MUS 2CD	Musicianship II	(3,1)
MUS 10	Music and Worship	(1-2)
MUS 13	Applied Music - (Secondary Instrument) *-two semesters*	
MUS 15	Applied Music - (Primary Instrument) *-four semesters*	

MUS 24AB	Surveys of Music History and Literature	(3,3)
MUS 112	Music Ministry	(3)
MUS 140	Choral Techniques	(2)
	Ensemble: four semesters	
	Electives in Church Music	(2-8)
RST 190T	Foundations of Liturgy	(3)

The Minor in Music

Requirements:

A minimum of 21 units including:

MUS 1AB	Musicianship I [prerequisite MUS 3 or consent of the instructor]	(3,1)
MUS 1CD	Musicianship I	(3,1)
MUS 3	Discovering Music Fundamentals (optional)	(1-3)
MUS 6/106	The Fine Arts: Music	
	or	
MUS 24A/B or 124A/B	Surveys of the History and Literature of Music	(3)
MUS 13/113	Applied Music (4 semesters)	(1-2)
	Ensemble	
	Electives in Music	

MUS 1AB; CD Musicianship I (3,1;3,1)
(Harmony - 3, Solfege - 1 Lecture, three hours, and laboratory, two hours each week.) A functional study of the theoretical aspects of music, including scales, modes, intervals, two- and three-part counterpoint, and elements of harmony up to the chord of the seventh. Development of aural, visual, singing, writing, playing, improvisatory, and compositional skills in notation, scales, modes, rhythm, and melodic and harmonic intervals. *Prerequisite: MUS 3 or consent of instructor.*

MUS 2AB; CD Musicianship II (3,1;3,1)
(Harmony - 3, Solfege - 1 Lecture, three hours, and laboratory two hours each week.) Continuation of Musicianship I, including ninth, eleventh, and thirteenth chords, chromatic harmony and modulation. Contemporary techniques in harmony, rhythm, melody, counterpoint and form, including the 12-tone technique, chance and electronic music. Development of aural, visual, singing, writing, playing, improvisatory, and compositional skills in compound intervals, chromatic and atonal melodies, chromatic harmonies, modulation, and more complex meters and rhythms to include twentieth century techniques.

MUS 3 Discovering Music Fundamentals (1-3)
A functional approach to the theoretical aspects of music for personal enjoyment, teaching, or access to more advanced theory courses. Emphasis on experiencing the melodic, rhythmic, harmonic and formal aspects of music.

MUS 4 Guitar Class (1)
Class instruction in the basic technique and performance of the guitar, development of music reading skills and appropriate repertoire. Students must provide their own instruments.

MUS 5 Music Practicum (.5)
Study of music literature of varied times, styles, and cultures through performance, concert attendance, lectures and reports. Discussion and study of selected issues and trends impacting the music profession.

MUS 6/106M The Fine Arts: Music (3)
Beginning with a brief introduction to the world and language of the fine arts, this course explores the art of music in order to heighten awareness, understanding and appreciation of this art. Emphasis on the

stylistic development of music as it reflects the times and world cultures. Both MUS 6/106 may be taken for honors credit. *Designed for non-music majors.* **GS-IIIA, VI**

MUS 7 Voice Class (1)
Study of fundamental techniques of breath control, tone production, diction, and interpretation. Development of appropriate repertoire. Open to both music (other than voice major) and non-music majors. May be repeated for credit.

MUS 8A Elementary Piano I (1)
Orientation to the piano, introduction to rudiments of music including note reading, basic chords and five finger scales. Simple pieces played with both hands in several major keys.

MUS 8B Elementary Piano II (1)
Instruction includes scale structures of major keys and primary chord harmonizations in simple major and minor keys. Easy pieces making use of extended hand positions, and played with attention to good rhythm, tone and dynamics. *Prerequisite: MUS 8A*

MUS 8C Intermediate Piano (1)
The course includes technical studies, major and minor scales, hand over hand arpeggios and chord progressions. Pieces from easy classic repertoire played with attention to basic concepts of piano technique, style and interpretation. *Prerequisite: MUS 8B.*

MUS 10 Music and Worship (1-2)
A survey of the history of ritual, and the role music has played in the major liturgies throughout the centuries, with emphasis on the present.

MUS 11 Functional Keyboard Skills (1)
A keyboard class to develop practical knowledge of chords, chord progressions, cadences, simple accompaniment of melodies, transposition and modulation. Includes program for progressive development of sight-reading, technical skills, and improvisation. Often taken as Directed Study.

***MUS 13/113 Applied Music (1-3)**
Private instruction - instrumental or vocal. For non-music majors. May be repeated for credit.

***MUS 15/115 Applied Music (1-3)**
Private instruction - instrumental or vocal. For music majors. May be repeated for credit.

***MUS 19/119 Mount Chorus (1)**
Study and performance of masterpieces of choral literature from all periods for women. Open to all college students, members of the community, and to qualified high school students with senior standing. May be repeated for credit.

***MUS 21/121 Mount Singers (1)**
Study and performance of masterpieces of choral literature from all periods. Open to men and women college students, members of the community, and to qualified high school students with senior standing by audition. May be repeated for credit. Participating students must enroll in MUS 19/119 concurrently.

***MUS 23/123 Chamber Music (1)**
Study and performance of chamber music for various instrumental and/or vocal combinations. May be repeated for credit. Prerequisites: Consent of the instructor.

MUS 24AB Surveys of the History and Literature of Music (3,3)
Development of compositional forms and styles viewed from the historical perspective. A. Antiquity to the year 1750. B. 1750 to the present.

MUS 26 Brass Instruments: Introductory Techniques (1)
Elementary instruction and techniques, care of instruments, and survey of methods. [generally taken at another institution]

MUS 27 Woodwind Instruments: Introductory Techniques (1)
Elementary instruction and techniques, care of instruments, and survey of methods. [generally taken at another institution]

MUS 28 Percussion Instruments: Introductory Techniques (1)
Elementary instruction an techniques, care of instruments, and survey of methods. [generally taken at another institution]

MUS 29 String Instruments: Introductory Techniques (1)
Elementary instruction and techniques, care of instruments, and survey of methods. [generally taken at another institution]

MUS 98/198 Directed Studies (1-3)

MUS 105 Music Practicum (.5)
Study of music literature of varied times, styles and cultures through performance, concert attendance, lectures, and reports. Discussion and study of selected issues and trends impacting the music profession. Continuation of Music 5.

MUS 112 Music Ministry (3)
An examination of the role and responsibility of the music minister within the parish structure. Study of legislation governing the use of music in the church as well as administrative practices conducive to a successful music program. Often taken as Directed Studies.

MUS 116 Music of World Cultures (3)
Introduction to the richness and variety of musical expression found in selected world cultures. Emphasis on the music of cultures well represented in California.

MUS 122 Performance Practices (2)
Study and performance of significant instrumental and vocal literature for solo and ensembles.

MUS 124AB Surveys of the History and Literature of Music (3, 3)
Development of compositional forms and styles viewed from the historical perspective. A. Antiquity to the year 1750. B. 1750 to the present.

MUS 125 Music Masterpieces (3)
Study of selected masterpieces of music in historical context. For the non-music major. *Prerequisite: MUS 6 or consent of instructor GS-IIIA*

MUS 130 Creative Music Experience (1)
An introduction to music and its use in the education and development of children. Emphasis is placed on rhythm, melody, harmony, form, style, notation, and creativity. It includes instruction on melodic, percussion, and fretted instruments, classroom observation and participation. This course serves as basic preparation for the elementary and intermediate school instructor, and for those working in various areas of child development. *Prerequisite: MUS 6 or adequate background.*

MUS 132 Counterpoint (2)
Writing, analysis and composition of pieces in eighteenth-century style for two and three voices.

MUS 133AB Music Analysis (2,2)
A. A study of the forms found in Classical period music: motive, phrase, period, song form, rondo, theme and variation, and sonata. Principles of understanding musical structures as they apply to folk, pop and music of world cultures.
B. A study of the forms found in the music of the Renaissance, Baroque, Romantic, and Contemporary periods.

MUS 134 Orchestration (2)
Designed to provide facility in writing for various instrumental combinations. Techniques, analysis and use of the orchestra by the composers of the 18th, 19th, and 20th centuries. Includes ranges, tonal possibilities, technical limitations.

MUS 135 Composition (2)
Analysis, improvisation and composition of music in various styles, forms, and instrumental and/or vocal combinations, and electronic sound sources. May be repeated for credit. Often taken as Directed Study.

MUS 136 Technique of Arranging (2)
Study of arranging techniques for various choral, instrumental ensembles, and sound sources including accompaniments, descants, special effects, choral style voicing, contrapuntal, and mixed voicing. *Prerequisites: MUS 1ABCD, 132,133A.*

MUS 137 Diction for Singers (2-3)
The fundamentals of phonetics and sound production in Italian, French, and German as applied to singing.

MUS 139 Instrumental Conducting (2)
Study of baton technique, score reading, and interpretation of orchestral literature.

MUS 140 Choral Techniques (2)
Study of baton technique, score reading, and interpretation of choral literature of various styles.

MUS 141 Historical Period Studies (3)
Chronological development of musical styles and forms in a selected period of music history. Survey of significant composers, performance practices, and the history of theoretical and notational concepts. Open to non-majors with consent of the instructor.

MUS 142 Genre Studies (3)
Historical survey of a single genre selected from sacred (the motet, the oratorio, the Mass) or secular (the symphony, chamber music, opera, keyboard literature, the concerto) music. Open to non-majors with consent of the instructor.

MUS 143 Composer Studies (3)
Survey of the life and works of a single composer, viewed within a historical and stylistic context. Consideration of musical personality, of special contributions, and of the relationship between biography and creativity. Open to non-majors with consent of the instructor.

MUS 146 Special Projects in Music (Independent Study) (1-3)
A. Vocal Literature
B. Instrumental Literature
C. Music History and Literature
D. Church Music
E. Theory and Composition
F. Music Education
G. Musicianship
H. Chamber Music
I. Choral Music
J. Music Therapy
K. Conducting
L. Special Subject
N. Electronic Media

MUS 149 The Business of Music (1)
Setting up a studio; community relations; integration of efforts towards the advancement of the arts; the art of self promotion.

MUS 150 Accompanying (1)
Study of the art of accompanying instrumentalists and vocalists as soloists and in small and large ensembles. May be repeated for credit.

MUS 151ABC Pedagogy: Principles and Methods (2)
Analysis and comparison of various procedures for beginning and intermediate instruction. Approaches to the art of teaching. Review of materials. Guided teaching incorporated.
A. Keyboard
B. Vocal
C. Instrumental

MUS 190 Workshop (1-3)
May be repeated for credit.

MUS 196H Senior Honors Thesis (3)
Open only to students admitted to the Hon-

Nursing

The college offers Associate and Baccalaureate degree programs with majors in nursing that provide options for career mobility.

Philosophy

Mount St. Mary's College is an academic community committed to continuing exploration of our relationship to God, to other persons, and to nature. This exploration takes the form of programs devoted to excellence in the liberal arts and career preparation with a special focus on educating women for participation and leadership in our society and our time. The Catholic tradition of the college offers a value orientation for the student's personal and professional life, giving the motivation for a Christian commitment that views professional life as service.

Nursing is a service to humanity. It is a profession committed to: the promotion and restoration of health; the prevention of illness of individuals, families, groups, and communities; and support for a dignified death. It is the science whose main concern involves the life processes that positively affect the health status and integrity of persons, families, and groups. These life processes involve physiological, sociological, and spiritual life components. A focus on the interaction of these components delineates nursing science.

The Department of Nursing functions within the philosophy of the college and has developed a curriculum on the Roy Adaptation Model of Nursing. The Adaptation Model recognizes that a person is a bio-psycho-social-spiritual being in constant interaction with a dynamic and complex world. Humans possess both innate and acquired mechanisms which, in health, enable coping with the complex internal and external environment. In times of stress, these coping mechanisms may be disrupted. The ability to adapt to the internal and external environment at this time affects the person's position on the health-illness continuum. The promotion of adaptation in the direction of health depends upon an educational program which prepares the student to understand the person as a total being, to recognize and respect human values, and to utilize a scientific process within the framework of the adaptation model.

The goal of nursing is directing, maintaining, and reinforcing the adaptation of person, families, and groups toward optimal health.

The process involves:

1. assessing the factors that influence the position on the illness continuum, the factors that influence the position, and the effectiveness of the coping mechanisms.
2. determining the actual or potential health problem(s).
3. establishing mutually acceptable goals.
4. intervening by promoting adaptation through the modification of influencing factors and/or increasing the response in the coping potential.
5. evaluating the position on the health-illness continuum to reaffirm and/or modify interventions.

Each student enters the nursing program with a unique background for potential growth. Students are active learners. Learning progresses from novice to beginning level practitioner in a variety of settings from simple to complex. Because each student is unique with different learning potentials and different critical thinking skills, the expectation is that the student will seek assistance and demonstrate growth at all stages of learning. The extent to which this distinct potential is achieved is determined by behavioral changes which are observed and evaluated in the context of the expected outcomes of the learning process.

The faculty believe the program has different levels of competencies for students to achieve their distinct potential. Options to select entry levels to promote career mobility are offered.

The faculty believe providing a supportive environment enhances learning at each level of the program. The faculty act as role models and therefore must be clinically competent and professionally active. In addition, they assume responsibility for individual advisement of nursing majors and provide opportunities for assistance in the event of academic difficulties.

Policy on Admission/Progression in the Nursing Major: Essential Performance Standards

Background:

The Americans with Disabilities Act (ADA) of 1990 was instituted by Congress to prohibit discrimination against qualified individuals with disabilities. Schools of nursing and state university systems like other state and federally funded entities, are required to comply with the stipulations of the ADA. The ADA defines a qualified individual with a disability as an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires. In addition, the Rehabilitation Act of 1973 prohibits discrimination in admissions of a qualified person with disabilities.

ADA and the Rehabilitation Act of 1973 eligibility requirements vary depending on the type of services, activities, and functions needed in particular areas. The practice of nursing is an applied discipline with cognitive, sensory, affective, and motor components. Hence, students must be able to perform the functions which are necessary for the safe practice of nursing and essential to the licensing standards with or without reasonable accommodations in order to be admitted to or progress in the nursing program at Mount St. Mary's College;

Core Performance Standards:

1. Ability to think critically, such that the student can begin to make clinical decisions, identify cause-and-effect relationships with clinical date, and develop nursing care plans.
2. Ability to demonstrate interpersonal abilities such that the student can appropriately interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.

3. Ability to clearly communicate in verbal and written forms such that students can communicate nursing actions, interpret client responses, initiate health teaching, document and understand nursing activities, and interact with clients, staff and faculty supervisors.
4. Ability to maneuver in small spaces and move from one place to another such that the student can move around in clients' rooms and bathrooms, into and out of work spaces, access treatment areas, and procure needed emergency materials when indicated. While health care agencies must meet ADA physical access standards, potential clients with equipment may limit the amount of available space in which to move.
5. Ability to demonstrate gross and fine motor skills sufficient to provide safe and effective nursing care such that the student can move and position clients in and out of bed, ambulate and transport patients, calibrate and use equipment, and perform cardiopulmonary procedures.
6. Ability to hear well enough to monitor and assess clients health needs such that the student can hear cries for help, alarms on equipment, emergency signals, breath and heart sounds on auscultation, and various overhead codes.
7. Ability to see well enough to observe and assess clients health status and changes in condition such that student could see grimacing, movement, changes in skin color, rashes, and other observed client changes or responses.
8. Ability to have tactile capabilities sufficient for physical assessment such that the student could successfully perform palpation, note changes in skin temperature, perform skills related to therapeutic activities and identify by touch other changes in client condition.

Credit for policy given to Point Loma Nazarene College

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Department of Nursing Policies

(Policies apply to each nursing program)

Nursing focuses on prevention and promotion of health. Students admitted to and progressing through Mount St. Mary's College Nursing Program are strongly encouraged to engage in health practices which model those they are teaching to patients. Prior to enrollment in the first nursing course, students will be informed of the nursing department health policies.

Every student admitted to the nursing courses must have completed the following health data. Clinical agencies will not accept a student who has not met all of the following health requirements:

1) past medical history on which the student attests that physical and emotional health are such as to allow for full participation in both clinical and theoretical components of the nursing curriculum;

2) physical examination, including a visual screening, urinalysis, and complete blood count, must be completed by a licensed physician, certified nurse practitioner, or physician's assistant annually.

3) PPD or Mantoux for Tuberculosis screening annually. If PPD/Mantoux is positive, then the student must have a chest x-ray every year;

4) IMMUNIZATIONS

   a) Polio - series of three doses;

   b) Measles/Mumps/Rubella (MMR) - If born in 1957 or later, the student must have two doses, with at least one since 1980. Students born prior to 1957 may either have one dose or demonstrate proof of immunity through titers.

   c) Tetanus and Diptheria (TD) - every 10 years;

   d) Hepatitis B - Unless the student can demonstrate immunity through a titer, all nursing majors must have completed at least two of three shots prior to beginning clinical. The second shot is given one month after the first, and the third shot is due six months after the second.

5) TITERS:

   a) Hepatitis B Titer - One month after the third hepatitis B vaccine, the student must demonstrate proof of immunity. If negative, a fourth vaccine is recommended.

   b) Varicella (chicken pox) Titer - If the result is negative, two doses of a varicella vaccine are required one month apart.

6) If a student is not be able to comply with these health requirements, the student must obtain a written statement to this effect from their physician and submit it to the nursing department.

7) The student has the responsibility of disclosing any temporary medical condition which may hamper their ability to perform the essential performance standards. A written medical release from their health care practitioner must be submitted to the Nursing Department prior to returning to the clinical area.

8) Clinical agencies may have requirements other than those above. If so, students will be instructed to obtain the necessary tests.

9) The student is not allowed to participate in clinical experiences if the medical processing is not completed prior to the start of the clinical rotation.

A student with a health condition (i.e., pregnancy, seizure disorder, HIV positive, diabetes, infectious disease, emotional problems, etc.) that may have a safety consideration must immediately notify the clinical instructor so that assignment modification can be made as necessary. The Department of Nursing has the responsibility to determine those health issues that may interfere with the student's progress in the clinical area.

To ensure success in the program, all students with documented learning disabilities must inform each nursing instructor at the beginning of each course, so that, reasonable accommodations can be made.

Objectives: Associate in Arts Degree - HOPE Program

Upon completion of the program. the student will have met the following objectives:

I. Provider of Care
  A. Utilize Roy Adaptation Model to:
    1. Recognize, assess and define the factors influencing the person's/family's adaptive level, adaptive response, and consequent position of the health-illness continuum;
    2. Identify, assess and validate the person's/family's adaptive level and response;
    3. Define patient/client goals based upon a clear analysis and synthesis of data in collaboration with patient, nursing and other disciplines;
    4. Define and perform those nursing interventions which affect the patient/client goals;
    5. Evaluate the consequences of nursing interventions in terms of the person's/family's behavioral change and the achievement of both patient/client and nursing goals, and modify those nursing actions, if desired adaptive outcomes are not achieved.
  B. Utilize the nursing process as a scientific method.
  C. Utilize knowledge of health-illness (normal/disruption) as it pertains to patient/client care.
  D. Demonstrate competency in common nursing procedures.

II. Communicator
  A. Utilize effective communication skills with clients and peers.
  B. Use communication skills as a method of data collection, nursing intervention and evaluation of care.
  C. Communicate and record assessments, nursing care plans, interventions and evaluations within the protocol of the institution.

III. Client Teacher
  A. Apply principles of the teaching/learning process.
  B. Develop short-range teaching plans based on the learning process.

IV. Manager of Client Care
  A. Function effectively as a member of health care team.
  B. Utilize basic leadership skills in practice, based on small group patient care management and primary nursing.

V. Membership within the profession of Nursing
  A. Make judgments based on moral, ethical, and legal principles.
  B. Continue to evaluate and enhance personal and professional behavior.
  C. Assume responsibility for self-development and use resources for continued learning.
  D. Maintain the role of the nurse as a patient advocate.

Upon completion of the program, the student is eligible to take the California State Board examination for registered nurses (R.N.) licensure.

Associate in Arts Degree: The Major in Nursing

Admission Policy

Admission of adult women and men students is based upon consideration of the completed application form, the student's academic achievement, personal statement and two satisfactory recommendations from individuals.

In addition to meeting the general college admission requirements, a candidate must meet a GPA of 2.50 in all transferable college work and have completed a prerequisite college level chemistry or its equivalent course with a grade of " C" or better.

Candidates who have 30 units of general studies requirements completed (except RST 49 and SOC 49) prior to admission may be admitted into the second year of the program.

LVNs who have met the admission requirements for the ADN program must give written notification to the director of the program of his/her intent to pursue the Mobility Option upon admission in the program. In the Mobility Option, LVNs are awarded 15 units of nursing course credits (NUR 23-27, 30, 23L, 24A, 24L, 26A, and 26L) upon satisfactory completion of the NLN Mobility Exam at a score of 75% or above and satisfactory demonstration of skills competency. Completion of NUR 20 is required for continuation in the LVN Mobility Option.

A non-degree option is available for LVNs who meet the college entrance requirements. The student is eligible to take the NCLEX-RN examination for the registered nurse licensure after completing 28 units of prescribed courses. The student is not awarded a degree from Mount St. Mary's College. Entrance interview with the Program Director is required for this option.

Candidates with previous Registered Nursing education may be given transfer credit for previous nursing courses equivalent to the Nursing Department courses. A minimum of 19 units of nursing courses must be completed during the last two semester at Mount St. Mary's College.

Academic Policy: ADN

The faculty of the Department of Nursing has the right and the responsibility for judging and evaluating the quality of the student's achievement, both in the mastery of theoretical content and in clinical competence. Notice of academic difficulty, probation, or dismissal is used when deemed necessary. A grade below "C" (2.0) in a course (Nursing or General Education) is considered a failed course and must be repeated. A student may have only one failed course during the entire nursing program. A student may repeat only one failed course in the entire program. A second failed course or a failed repeated course results in dismissal from the program. A failure of more than one course in a series of courses (e.g. NUR 24, 24A, 24L, 25) taken concurrently, counts as one failed course. A failure of a general education course and a nursing course taken concurrently counts as two failed courses and results in dismissal from the program. If a student's level of clinical practice is unsatisfactory or unsafe, the student may fail before the end of the semester. Readmission may be granted by special action of the Admission Committee of the ADN Department. Readmission of a student who was dismissed from the nursing program due to unsafe practice is not permitted.

Upon admission to the ADN program, a proficiency examination in English and Math is administered. A math score of 84% is necessary to participate in nursing courses. Students who score below the passing score in any one of the areas tested is advised to attend a "Bridges" course offered by the college. Students are re-tested at the completion of the course. A student may retest only once. An unsuccessful score of less than 84% on the second math test results in dismissal from the nursing program.

AA Degree Curriculum Requirements HOPE Program

First Year

BIO 40A	Human Physiology	(4)
BIO 50B	Human Physiology	(4)
BIO 3	General Microbiology	(4)
ENG 10AB	Written and Oral Communication	(6)
PSY 1	General Psychology	(3)
PSY 12	Developmental Psychology	(3)
PHIL 10	Critical Thinking	(3)
RST 49	Ethics of Life and Death	(3)
SOC 49	Multi-cultural and Multi-ethnic Issues	(3)
General Studies Elective IIIA		(3)

Total units: 36

Second Year

NUR 20	Adaptation Model Nursing Theory	(2)
NUR 23, 23L	Principles and Practice of Nursing Skills	(1.5, 1.5)
NUR 24, 26	Adult Adaptation Nursing I, II	(2, 2)
NUR 24A, 24L	Medical-Surgical Principles and Practice of Skills I	(0.5, 0.5)
NUR 26A, 26L	Medical-Surgical Principles and Practice of Skills II	(0.5, 0.5)
NUR 25, 27	Medical-Surgical Practicum I, II	(2, 2)
NUR 28	Adult and Adolescent Mental Health Adaptation	(2)
NUR 28A, 28L	Principles and Practice of Advanced Interpersonal Skills	(0.5, 0.5)
NUR 29	Mental Health Practicum	(2)
NUR 30	Pharmacology	(2)
NUR 31	Children: Adaptation	(2)
NUR 32A	Community focused care: Children	(1)
NUR 32	Children: Practicum	(2)
NUR 33	Professional and Management Issues in Nursing	(3)

Total units: 30

Third Year

NUR 35	Childbearing: Adaptation	(2)
NUR 36A	Community focused care: Childbearing	(1)
NUR 36	Childbearing: Practicum	(2)
NUR 37	Gerontological Nursing	(2)
NUR 38A	Community focused care: Gerontology	(1)
NUR 38	Gerontological Nursing Practicum	(2)
NUR 46	Adult Adaptation Nursing III	(3)
NUR 47	Medical-Surgical Practicum III	(2)
NUR 48	Professional Nursing Practicum	(3)
NUR 49	NCLEX Workshop	(1)

Total units: 19

Total units for Associate of Arts Degree in Nursing 85

Prerequisites to beginning nursing courses are completion of Anatomy, Physiology, Microbiology, Written and Oral Communication, General Psychology, Developmental Psychology, Philosophy, and GS III course.

LVN Mobility Option Curriculum Requirement HOPE Program

First Year

Same as AA Degree curriculum requirement.

Total units: 36

Second Year

NUR 20	Adaptation Model Nursing Theory	2)
NUR 28	Adult and Adolescent Mental Health Adaptation	(2)
NUR 28A, 28L	Principles and Practice of Advanced Interpersonal Skills	(0.5, 0.5)
NUR 29	Mental Health Practicum	(2)
NUR 31	Children: Adaptation	(2)
NUR 32A	Community focused care: Children	(1)
NUR 32	Children: Practicum	(2)
NUR 33	Professional and Management Issues in Nursing	(3)

Total units: 15

Third Year

NUR 35	Childbearing: Adaptation	(2)
NUR 36A	Community focused care: Childbearing	(1)
NUR 36	Childbearing: Practicum	(2)
NUR 37	Gerontological Nursing	(2)
NUR 38A	Community focused care: Gerontology	(1)
NUR 38	Gerontological Nursing Practicum	(2)
NUR 46	Adult Adaptation Nursing III	(3)
NUR 47	Medical-Surgical Practicum III	(2)
NUR 48	Professional Nursing Practicum	(3)
NUR 49	NCLEX Workshop	(1)

Total units: 19

Total units for Associate of Arts Degree in Nursing 70

LVN 30 Units Non-Degree Option Curriculum Requirement HOPE Program

First Year

BIO 50B	Human Physiology	(4)
BIO 3	General Microbiology	(4)
NUR 20	Adaptation Model Nursing Theory	(2)
NUR 28	Adult and Adolescent Mental Health Adaptation	(2)
NUR 28A, 28L	Principles and Practice of Advanced Interpersonal Skills	(0.5, 0.5)
NUR 29	Mental Health Practicum	(2)

Total units: 15

Second Year

NUR 33	Professional and Management Issues in Nursing	(3)
NUR 37	Gerontological Nursing	(2)
NUR 38A	Community focused care: Gerontology	(1)
NUR 38	Gerontological Nursing Practicum	(2)
NUR 46	Adult Adaptation Nursing III	(3)
NUR 47	Medical-Surgical Practicum III	(2)
*NUR 48	Professional Nursing Practicum	(3)

*Highly recommended

Total units: 13

Total units required for California RN licensure Exam 28

NUR 8 Adult Adaptation Nursing in the Elimination, Endocrine, Reproduction, and Advanced Concepts of the Protective Mode (3)

The focus of this course involves an adaptation process approach to the physiological and psychosocial needs of ineffective responses in elimination, endocrine, sexual and reproductive systems and advanced concepts of protective modes. *Prerequisite: NUR 1-7, 7L.*

NUR 9 Practicum: Care of the Adult (3)

This is the third clinical course taken by the sophomore student. It is designed to emphasize the nurse's responsibilities in the care of adult hospitalized patients with common medical-surgical problems. Experience is provided in a variety of hospital settings and with patients who are at various points along the health-illness continuum. The focus of this course is the application of concepts from Adaptation Nursing (NUR 8), and Principles and Practice of Nursing Skills (NUR 10 and NUR 10L), which are taken concurrently. Continued emphasis is placed on the first and second level assessment in the physiological mode with an introduction to the psychosocial mode. Beginning skills in the formulation of nursing diagnoses and plan of care are also stressed.

NUR 10/10L Principles and Practice of Nursing Skills (1)

Principles and practice of skill related to elimination, diabetes, sexuality and AIDS. *Nursing 8,9,10 are taken concurrently and must be passed successfully before proceeding.*

NUR 11 Children: Adaptation Nursing in the Physiological and Psychosocial Modes (2.5)

The focus is the bio-psycho-social impact of health-illness problems related to children. Taken concurrently with NUR 12. Prerequisite: PSY 12, NUR 1-10

NUR 12 Practicum: Children (2-5)

Provides clinical experience in the health-illness problems encountered in the care of children and their families. Growth and development from infancy through adolescence in terms of Adaptation Theory of Nursing. Taken concurrently with NUR 11.

NUR 14 Childbearing Family Adaptation in Nursing in the Physiological and Psychosocial Modes (2.5)

The focus is the bio-psychosocial impact of health-illness problems to childbearing families. *Prerequisite: PSY 12, NUR 1-10*

NUR 15 Adaptation of the Childbearing Family Practicum (2.5)

Provides clinical experience in prenatal, delivery, and post-natal care, study of the parenting roles, and health needs of the emerging family groups of various ethnic diversity. *Taken concurrently with NUR 14*

NUR 16 Adult and Adolescent Mental Health Adaptation Nursing (3)

Lecture. The focus is the psycho-social impact of health-illness problems related to mental health. *Taken concurrently with NUR 17. Prerequisite: PSY 168, NUR 1-15*

NUR 17 Mental Health Practicum (3)
Provides clinical experience in the application of the principles and concepts related to psycho-social problems in psychiatric settings. *Taken concurrently with NUR 16.*

NUR 18 Gerontology/Leadership in Nursing (3)
The focus is on the bio-psycho-social problems related to the chronic and multiple conditions of older adults with beginning concepts of leadership role of RN's. *Prerequisite: NUR 1-15*

NUR 19 Gerontological Practicum (3)
The focus is on the bio-psycho-social impact of problems related to the older adult population in the skilled nursing facility, leadership, and patient care management. *Taken concurrently with NUR 18.*

NUR 20 Adaptation Model Nursing Theory (2)
Introduction of the Roy Adaptation Model as a theoretical framework for nursing practice. Emphasis is on nursing process according to adaptation theory, with integration of physiological and psychosocial modes of adaptation in the adult population.

NUR 21 Adult Adaptation in Complex Multi-System Physiological Alteration (3)
The focus is the bio-psycho-social impact of health-iliness problems related to complex episodic medical surgical disruptions in the adult. *Taken concurrently with NUR 22. Prerequisite: NUR 1-19*

NUR 22 Adult Complex Multi System and Physiological Alteration Practicum (3)
Provides clinical experience in the health-illness problems of adult patients with more complex medical or surgical disruptions. *Taken concurrently with NUR 21.*

NUR 23/23L Principles and Practice of Nursing Skills (1.5, 1.5)
This course introduces theoretical foundation for basic assessment skills including, interviewing (beginning communication skills), observation, basic physical assessment, vital signs measurement. The course also introduces basic nursing skills and interventions necessary for safe patient care, including sterile techniques, concepts of infection control, and basic hygiene care. The concurrent clinical component in the Skills Lab focuses on development of associated psychomotor skills introduced in NUR 23. *Prerequisite: NUR 20 or concurrent enrollment with NUR 20*

NUR 24 Adult Adaptation Nursing I (2)
This course involves an Adaptation Process approach focusing on the Physiologic Mode of adult population. The course focuses on beginning adaptation problems of oxygenation, nutrition, activity/rest, elimination and protection needs of the patient. The impact of physiological processes of fluid and electrolytes, neurological, endocrine, sensory system in adaptation is discussed. *Prerequisite: NUR 20, 23/23L, 30*

NUR 24A, 24L Medical-Surgical Principles and Practice of Skills I (0.5, 0.5)
Introduction of skills for nursing interventions related to medication administration, management of mobility problems, management of nutritional problems, management of elimination problems, and fluid management. *Prerequisite: NUR 20, 23/23L, 30.*

NUR 25 Medical-Surgical Practicum I (2)
This first medical-surgical practicum introduces the student to the care of the adult hospitalized patient with common medical-surgical problems. Experience is provided in a variety of hospital settings and with patients who are at various points along the health-illness continuum. The focus of this course is the application of concepts from Adult Adaptation I (NUR 24) and Medical-Surgical Principles and Practice of Nursing Skills (NUR 24A/24L). *Prerequisite: NUR 20, 23/23L, 30. NUR 24, 24A/24L, 25 are taken concurrently and must be passed successfully before progressing.*

NUR 26 Adult Adaptation Nursing II
The second medical-surgical course focuses on advanced adaptation problems of oxygenation, nutrition, activity/rest, elimination and protection needs of the patient and incorporates the psychosocial modes in applying the Adaptation Model. The impact of physiological processes of fluid and

electrolytes, neurological, endocrine, sensory system in adaptation is discussed. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25.*

NUR 26A, 26L Medical-Surgical Principles and Practice of Skills II (0.5, 0.5)

Introduction of skills for nursing interventions related to IV insertion and Central line management; Blood therapies; airway and oxygenation management. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25.*

NUR 27 Medical-Surgical Nursing Practicum II (2)

This second medical-surgical practicum provides the student with experience in the care of the adult hospitalized patient with common medical-surgical problems. Experience is provided in a variety of hospital settings and with patients who are at various points along the health-illness continuum. The focus of this course is the application of concepts from Adult Adaptation II (NUR 26) and Medical-Surgical Principles and Practice of Nursing Skills (NUR 26A/26L). *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25. NUR 26, 26A/26L, 27 are taken concurrently and must be passed successfully before progressing.*

NUR 28 Adult and Adolescent Mental Health Adaptation (2)

This course introduces the student to an array of mental health problems of adolescent, adult, and geriatric population. The focus of the course is the psychosocial impact of health-illness problems and its adaptation process. The course addresses legal and social issues of the mentally ill and provides students with available resources for interventions. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25.*

NUR 28A/28L Principles and Practice of Advanced Interpersonal Skills (0.5, 0.5)

This course introduces the students to advanced therapeutic communications skills. Dynamics of interpersonal relationships, conflict management, assertiveness principles are addressed. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25.*

NUR 29 Mental Health Practicum (2)

This course provides the student with experiences interacting with adolescent, adult, and geriatric population with mental health illness. The focus of the course is the psychosocial impact of health-illness problems and its adaptation process and application of concepts from Adult and Adolescent Mental Health Adaptation (NUR 28) and Principles and Practice of Advanced Interpersonal Skills (NUR 28A/28L). *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25. NUR 28, 28A/28L, 29 are taken concurrently and must be passed successfully before progressing.*

NUR 30 Pharmacology (2)

This course presents pharmacology as related to treatment of pathological processes. Major drug classes and mechanisms of drug actions as well as nursing implications are covered. NUR 20 or concurrent enrollment with NUR 20

NUR 31 Children: Adaptation (2)

This course introduces the student to health problems of children and the impact on the family unit. The focus of the course is the bio-psycho-social impact of health-illness problems and its adaptation process. The course addresses legal and social issues of the children and provides students with available resources for interventions. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A/28L, 29.*

NUR 32A Community focused care: Children (1)

The course provides community care experience of the children, focusing on bio-psycho-social impact of health related problems. Experience is provided in a variety of non-hospital settings, such as ambulatory mobile unit. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A/28L, 29.*

NUR 32 Children: Practicum (2)

The course provides clinical experience of children, focusing on bio-psycho-social impact of health related problems in an acute care setting. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A/28L, 29. NUR 31, 32, 32A are taken concurrently and must be passed successfully before progressing.*

NUR 33 Professional and Management Issues in Nursing (3)
The course examines issues faced by professional nurses in providing health care, focusing on the roles of the professional nurse. It also addresses beginning concepts of leadership role in discussing principles of leadership and management. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A/28L, 29.*

NUR 34 Issues in Health Care (2)
A course examining issues in Health Care, focusing on the role of the professional nursing. Topics include historical development in nursing, legislation and professionalism. Taken in the second year of the program.

NUR 35 Childbearing: Adaptation (2)
This course introduces the student to health problems of childbearing adult and the impact on the family unit. The focus of the course is the bio-psycho-social impact of health-illness problems and its adaptation process. The course addresses legal and social issues of childbearing and provides students with available resources for interventions. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A/28L, 29.*

NUR 36A Community focused care: Childbearing (1)
The course provides community care experience of the childbearing adult, focusing on bio-psycho-social impact of health related problems. Experience is provided in a variety of non-hospital settings, such as ambulatory setting. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A/28L, 29.*

NUR 36 Childbearing: Practicum (2)
The course provides clinical experience of childbearing adult, focusing on bio-psycho-social impact of health related problems in an acute care setting. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A/28L, 29. NUR 35, 36, 36A are taken concurrently and must be passed successfully before progressing.*

NUR 37 Gerontological Nursing: Adaptation (2)
This course introduces the student to multiple and chronic health problems of geriatric population. The focus of the course is the bio-psycho-social impact of health-illness problems and its adaptation process. The course addresses legal and social issues of the older adults and provides students with available resources for interventions. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A/28L, 29, 33, 31, 32, 32A (or 35, 36, 36A).*

NUR 38A Community focused care: Gerontology (1)
The course provides community-care experience of the older adults, focusing on bio-psycho-social impact of aging and health related problems. Experience is provided in a variety of non-hospital settings, such as Meals-on-wheels program and residential settings. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A/28L, 29, 33, 31, 32, 32A (or 35, 36, 36A).*

NUR 38 Gerontological Nursing: Practicum (2)
The course provides clinical experience of older adults, focusing on bio-psycho-social impact of health related problems in a long-term setting. The course also will experience the manager role of the RN. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A/28L, 29, 33, 31, 32, 32A (or 35, 36, 36A). NUR 37, 38, 38A are taken concurrently and must be passed successfully before advancing.*

NUR 46 Adult Adaptation Nursing III (3)
This course introduces the student to health problems of acute, complex, multi-system health problems of adults. The focus of the course is the bio-psycho-social impact of health-illness problems and its adaptation process. Nursing interventions focus on acute medical and nursing management of adults. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A/28L, 29, 33, 31, 32, 32A, 35, 36, 36A, 37, 38, 38A.*

NUR 47 Medical-Surgical Nursing Practicum III
The course provides clinical experience of acute, complex, multi-system management of adults in an acute care setting. Focus of care is on bio-psycho-social impact of acute health problems on an individual and the family. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A/28L, 29, 33, 31, 32, 32A, 35, 36, 36A, 37, 38, 38A. NUR 46, 47 are taken concurrently and must be passed successfully before progressing.*

NUR 48 Professional Nursing Practicum (3)
The course provides an internship experience in applying leadership and management principles in an acute care settings. Focus of care is on developing clinical and leadership skills of a beginning professional nurse. A group of students is assigned to a preceptor/mentor of the assigned unit during the experience. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A/28L, 29, 33, 31, 32, 32A, 35, 36, 36A, 37, 38, 38A, 46, 47.*

NUR 49 NCLEX Workshop (1)
This course offers the student individualized learning, enhances testing strategies, and allows practice with the use of the computerized NCLEX testing.

NUR 98, 99 Independent Studies (1-3)

Objectives: Baccalaureate Program

At the completion of the baccalaureate nursing program, the graduate will have met the following objectives and will:

1. Utilize the Roy Adaptation Model as a scientific method to deliver nursing care to persons, families, and groups.
2. Utilize knowledge of health/illness continuum to advocate for and maximize health of persons, families and groups.
3. Use critical thinking, knowledge, and skills obtained from nursing and liberal arts courses to provide professional nursing care in a variety of settings.
4. Utilize and apply complex, effective communication skills to persons, families, and groups.
5. Develop and implement individualized teaching/learning plans for persons, families, and groups.
6. Utilize leadership skills based on the principles of management, delegation, change process, group process, and systems theory in health care settings.
7. Utilize research findings to guide practice in health care delivery.
8. Critically examine and integrate the principles of moral, ethical, and legal issues which influence health care.
9. Create interventions that consider a variety of influencing factors: e.g., culture, religion, race, ethnicity, and socioeconomic status.
10. Establish independent and interdependent roles which will enhance professional growth.

Upon the completion of the baccalaureate program, the student is eligible to take the California State Board examination for registered nurse (R.N.) licensure, and is qualified for the Public Health Nursing Certificate issued by the Board of Registered Nursing.

Bachelor of Science Degree: The Major in Nursing

In addition to meeting the general admission requirements, acceptance into the Department of Nursing is determined by the Admission Committee of the department. Admission is based upon a consideration of the student's academic achievement. There is a formal review of the student's high school achievement record, grade point average, College Entrance Examination scores, previous college experience (if any). Students who intend to major in nursing are advised to take high school chemistry. In order to be eligible for review, applicants must be admitted to the college and then fulfill the nursing admission requirements. Admission to the Sophomore nursing courses is considered for the fall semester only and is based on cumulative GPA, science GPA, successful demonstration of English competency, written essay, and letters of reference. Personal interviews may be scheduled for qualified applicants once admission documents are received. Priority is given to students who meet the required criteria and who have completed two semesters at Mount St. Mary's College. A cumulative GPA of 2.70 for all transferable college work attempted and a science GPA of 2.50 is required for admission to the nursing program. The science GPA will consist of grades received from chemistry/physics, anatomy, physiology, and microbiology. A student may repeat a course required for the nursing major no more than once. Failure (C- and below) of any two required science or pre-requisite courses results in non-admission.

LVN's who have been accepted by the college and have completed the general studies requirements of the first two years may challenge Sophomore nursing courses and move directly into Junior nursing courses. NUR 40 must be satisfactorily completed prior to acceptance into Junior nursing courses. A non-degree program is available for LVN's who meet the college entrance requirements. After completing 30 units of prescribed courses, the student is eligible to take the California State Board examination for the registered nurse licensure but is not a graduate of Mount St. Mary's College.

California registered nurses accepted by the college may be given transfer credit for previous nursing courses equivalent to the Nursing Department lower division courses. NUR 40 or its equivalent is to be satisfactorily completed prior to acceptance into Senior nursing courses.

Baccalaureate Nursing Department Policies for Students

The faculty of the Department of Nursing has the right and the responsibility for judging and evaluating the quality of the student's achievement, both in the mastery of theoretical content and in clinical competence. Mid-term warning, probation, or dismissal are used when deemed necessary. A grade of "C-" or below in a required course or a nursing theory course is not accepted. If the grade of C-or below is in a nursing theory course, non-progression in the program occurs. A student may repeat a nursing theory course of course required for the nursing major no more than once. A grade of "C-" or below in a nursing clinical course or failure of any two required nursing courses results in dismissal from the nursing program. If a student's level of clinical practice is unsatisfactory or unsafe, the student may fail before the end of the semester. Readmission may be granted by special action of the Admission Committee of the Department of Nursing.

Before admission to nursing courses, a departmental examination in mathematics must be successfully completed (84%). The purpose of this examination is twofold: 1) to earn credit for the mathematics requirement General Studies IIIE; and 2) to determine the student's ability to correctly calculate medication dosages in the clinical setting. All students (regardless of entry level status) even if they have previously successfully completed a college mathematics course, are to complete this requirement. Should a student fail the departmental math exam (score below 84%), tutoring, or a math course is required. Should a student fail the math exam a second time, a 3 credit math course must be taken with a minimum grade of "C", along with passing the challenge exam at the required passing rate (84%), to fulfill the math requirement. A critical thinking exam is also required to assist in academic advisement.

Departmental policy statements regarding grading, mathematical competence, clinical progression, incomplete grades, probation, absences, dismissal, and readmission to the program are provided to the student at the beginning of the nursing major.

During the clinical portion of the program, students must ordinarily be enrolled full-time (see Tuition and Fees), must carry malpractice insurance, have a current CPR card (Health Care Provider BCLS/Professional Rescuer CPR),and fire safety card.

Membership in the National Student Nurse Association is highly recommended. Nursing classes are held at multiple sites and transportation for these classes is essential. Senior year students are required to have a current driver's license, auto insurance, and a documented finger print card.

Information on all policies and procedures can be obtained from the Department of Nursing Admission Officer.

Certain health requirements must be met prior to clinical experience.

Clinical Agencies/Scheduling

Multiple agencies are used for clinical practice and include the following: private and public acute care facilities, skilled nursing facilities, Los Angeles County public health sites, home health agencies, schools, and other community health care facilities. Transportation for clinical classes is the responsibility of each student. Students in their senior session are required to have a current driver's license, auto insurance, and a documented finger print card. Schedules for clinical and class times are subject to change. Clinical classes may include weekends.

Baccalaureate Degree Curriculum Requirements

Freshman Year

**CHE 3/PHS 1	Chemistry/Scientific Concepts	(3)
**BIO 50A	Human Anatomy	(4)
**BIO 50B	Human Physiology	(4)
**BIO 3	General Microbiology	(4)
*PSY 1	General Psychology	(3)
*SOC 5	Sociological Perspectives	(3)
*ENG 1A and 1B or 1C	Freshman English	(6)
*SPE 10	Public Speaking	(2)
*PSY 12	Developmental Lifespan Psychology	(3)
***SPR 85	Intro to College Studies	(1)
***SPR 71X	Preparation for Nursing	(1)

Total units: 32-34

Sophomore Year

*NUR 53A	Fundamentals of Nursing: Theory	(2)
*NUR 53B/C	Fundamentals of Nursing: Skills	(1.5,1)
*NUR 54	Introduction to Pathophysiology	(3)
*NUR 51, 61	Nursing Practicum: Adult	(4,4)
*NUR 60	Adaptation Nursing Theory	(3)
*NUR 65	Adaptation Nursing: Adult Medical/Surgery	(3)
*BIO 112	Human Nutrition	(3)
*PHI 21/RST 41	Moral Values and Ethical Decisions	(3)
	GSIVA Religious Studies General Stud. Req.	(3)
	GS-IIIA: Art or Music	(3)

Total units: 33.5

Junior Year

*NUR 160,161	Adaptation Nursing: Childbearing Family	(5)
*NUR 162, 163	Adaptation Nursing: Children	(5)
*NUR 164, 165	Adaptation Nursing: Advanced Medical/Surgery	(5)
*NUR 166, 167	Adaptation Nursing: Mental Health	(5)
*NUR 135	Pharmacology in Nursing	(2)
*PHI 168A or	(upper division) Bioethics	(3)
PHI 168B or	GS-IIIB: Literature	(3)
RST 149	GS-IIIC: History	(3)

Total units: 31

Senior Year

*NUR 134	Issues in Professional Nursing	(2)
*NUR 136	Abuse: Child to Elder	(1)
*NUR 138	Nursing Research	(3)
*NUR 180, 184	Community Health Nursing I, II	(1.5,1.5)
*NUR 181, 185	Community Health Practicum I, II	(2.5,2.5)
*NUR 182	Leadership/Management	(1.5)
*NUR 183	Leadership/Management Practicum	(2.5)
*NUR 190	Adaptation Nursing: Older Adult	(1.5)
*NUR 191	Practicum: Older Adult	(2.5)
	GS-VA/B Philosophy or Religious Studies	(3)
	GS-IIIG: Cont. Econ/ Politics	(3)
	See Catalog Philosophical Ideas	(3)

Total units: 31

Total units for Bachelor of Science Degree in Nursing 127.5

*courses required by the Department of Nursing

**must have been completed within five years prior to admission

***not required for students entering MSMC with over 24 transferable units

Accelerated Baccalaureate Nursing Program

The Accelerated Bachelor of Science Degree in Nursing (AccBSN) Program is the same curriculum design as the Baccalaureate Nursing Program (BSN), follows the stated philosophy, and students meet the terminal objectives as delineated for the Baccalaureate program. The AccBSN program offers the BSN program within a one year (May to May) time frame and is a vigorous program of study. The Accelerated student completes a three semester course of study, beginning with the first Summer session, followed by a Fall semester, and ending with a final Spring semester. At the completion of the final semester, graduates are eligible to take the Registered Nurse licensure examination and to qualify for the California Public Health Nursing Certificate. The AccBSN program is approved by the California Board of Registered Nursing.

AccBSN Application Procedure

AccBSN applicants must submit the following documents:

1.) Completed admissions application
2.) Personal statement of intent
3.) Official transcripts of all college work
4.) Two recommendations by those acquainted with the applicant's ability to succeed in an accelerated curriculum.

Personal interviews may be scheduled.

AccBSN Program Admission Requirements

The AccBSN program is open to persons who have previously completed a baccalaureate degree and who meet specific admission requirements. Admission to the program is open only once a year. The application deadline is November 1 and decisions are mailed in early February.

To be considered for admission, students must be graduates of an accredited four year college or university with an earned grade point average of at least 3.0. A minimum cumulative GPA of 3.0 must have been earned in the following core requirements as well as fulfilling the outlined general studies requirements.

An eligible applicant must have also completed the following requirements prior to beginning the Program.

Nursing Core Requirements

*Chemistry or Physics	(3-4 units)
*Human Anatomy with Lab	(3-4 units)
*Human Physiology with lab	(3-4 units)
*Microbiology with Lab	(4 units)
Human Nutrition	(3 units)
General Psychology	(3 units)
Life-span Developmental Psychology (Infant through Adult)	(3 units)
Sociology or Cultural Anthropology	3 units)

*Must have been completed within five years prior to admission

General Studies Requirements.

Written and Oral Communication	(6 units)
Philosophy	(3 units)
Philosophy	(3 units, must be Bioethics)
Religious Studies Courses	(6 units)

Entrance Requirements (AccBSN)

Before entrance, admitted students must:

1.) Complete the Department of Nursing Math Test with a minimum score of 84%.
2.) Complete the necessary health forms and immunizations (see Health Policies, Department of Nursing)
3.) Be current in CPR (Healthcare Provider BCLS/Professional Rescuer CPR).
4.) Carry malpractice insurance.

Costs/Financial Aid/Registration

Tuition for the AccBSN program is the same as the standard Mount St. Mary's College undergraduate tuition and fees. There is a nursing fee for each of the three accelerated sessions. Please refer to the Fees and Expenses for exact figures and guidelines.

While AccBSN students are not eligible for Mount St. Mary's grants or scholarships, students may be eligible for federal, state, or private grants or loans. In order to qualify, students must send the FAFSA forms to the processor no later than January 15. Information on financial aid eligibility will be sent prior to the deposit deadline. A deposit fee of $300.00 is due on the March date specified in the acceptance letter.

AccBSN Degree Curriculum Requirements

The AccBSN program requires 124 units which includes 56 Nursing Dept. units and 3 units of Bioethics. Admitted students must complete their total curriculum plan at Mount St. Mary's College; they may not take required nursing courses at other institutions. A sample program is listed below.

Summer

NUR 41	Adaptation Nursing Theory	(3)
NUR 42A	Fundamentals of Nursing: Theory	(2)
NUR 42B	Fundamentals of Nursing: Skills	(1)
NUR 44A	Introduction to Pathophysiology	(3)
NUR 44B	Adaptation Nursing: Adult Medical/Surgery	(3)
NUR 45AB	Practicum: Adult Med/Surgical Nursing	(4,4)

Total units: 20

Fall

NUR 135	Pharmacology in Nursing	(2)
NUR 140	Adaptation Nursing: Childbearing Family	(2.5)
NUR 141	Practicum: Childbearing Family	(1.5)
NUR 142	Adaptation Nursing: Children	(2.5)
NUR 143	Practicum: Children	(1.5)
NUR 144	Adaptation Nursing: Adv. Medical/Surgery	(2.5)
NUR 145	Practicum: Adv. Med/Surg Nursing	(1.5)
NUR 146	Adaptation Nursing: Mental Health	(2.5)
NUR 147	Practicum: Mental Health	(1.5)

Total units: 18

Spring

NUR 134	Issues in Professional Nursing	(2)
NUR 136	Abuse: Child to Elder Adult	(1)
NUR 138	Nursing Research	(3)
NUR 150	Adaptation Nursing: Community Health I	(1.5)
NUR 151	Practicum: Community Health Nursing I	(1.5)
NUR 152	Adaptation Nursing: Leadership and Mgmt	(1.5)
NUR 153	Practicum: Nursing Leadership and Mgmt	(1.5)
NUR 154	Adaptation Nursing: Community Health II	(1.5)
NUR 155	Practicum: Community Health Nursing II	(1.5)
NUR 156	Adaptation Nursing: Older Adult	(1.5)
NUR 157	Practicum: Older Adult	(1.5)

Total units: 18

Total units for an Accelerated B.S. in Nursing: 124

Note: Prerequisites for courses in the NUR 140 and 160 Series: successful completion of the NUR 41, 42AB, 44AB, 45AB or 51, 53ABC, 54, 60, 61, 65, and Nutrition. The NUR 140 and 160 courses involve the continued use of the Roy Adaptation Model as a basis for prevention, rehabilitation, and teaching.

NUR 40 Introduction to Roy Adaptation Model (4)
A bridge course offered to licensed vocational nurses and registered nurses transferring at advanced placement. An introduction to the concepts underlying the philosophy of nursing, the nursing process and the Roy Adaptation Model. Selected experiences in clinical practice are required. Must be satisfactorily completed prior to enrollment in other nursing courses.

***NUR 41 Adaptation Nursing Theory (3)**
Introduces the Roy Adaptation Model of Nursing with emphasis on the physiological and psychosocial modes as related to adult and older adult behaviors. Introduces concepts of cultural diversity, aging, and sexuality.

***NUR 42A Fundamentals of Nursing: Theory (2)**
Covers basic nursing measures necessary for safe patient care. The focus is to provide the theoretical foundation for selected nursing skills.

***NUR 42B Fundamentals of Nursing: Skills (1)**
Practice and development of the students psychomotor ability in the performance of basic nursing skills taught in NUR 42A. Designed to integrate computer assisted learning for an independent approach to learning.

***NUR 44A Introduction to Pathophysiology (3)**
Lecture. Common disruptions in the body's structure, function and regulatory mechanisms are presented which include: immune response, inflammation, and temperature control. Nursing and Medical Management will be discussed.

***NUR 44B Adaptation Nursing: Adult Medical/Surgery (3)**
Common medical-surgical problems affecting adults. Focus is on adults/ older adults. Focus on stimuli of illness, nursing diagnoses, interventions, prevention, and teaching. *Prerequisite: N44A.*

***NUR 45AB Practicum: Adult Med/Surg Nursing (4,4)**
Clinical practice of nursing process and skills with application of concepts related to basic nursing skills and to common disruptions in body systems. Focus on common medical-surgical problems affecting adults and older adults, stimuli for illness, nursing diagnoses, nursing interventions, prevention, and teaching in an in-patient setting.

NUR 51 Nursing Practicum: Adult (4)
Clinical practice of nursing process and skills with application of concepts related

to basic nursing skills and to common disruptions in body systems. Focus on common medical-surgical problems affecting adults and older adults, stimuli for illness, nursing diagnoses, nursing interventions, prevention, and teaching in an in-patient setting.

NUR 53A Fundamentals of Nursing: Theory (2)
Covers basic nursing measures for safe patient care. Focus is on providing theoretical foundation for selected nursing skills.

NUR 53B/C Fundamentals of Nursing: Skills (1.5/1.0)
Covers basic nursing measures necessary for safe patient care. The focus is to provide the theoretical basis for selected nursing skills and to develop the student's psychomotor ability in the performance of these skills. Designed to integrate computer assisted learning for an independent approach to learning.

NUR 54 Introduction to Pathophysiology (3)
Common disruptions in the body's structure, function and regulatory mechanisms are presented which include: immune response, inflammation, and temperature control. Nursing and Medical Management will be discussed.

NUR 60 Adaptation Nursing Theory (3)
Introduces the Roy Adaptation Model of Nursing with emphasis on the physiological and psychosocial modes as related to adult a older adult behaviors. Introduces concepts of cultural diversity, aging, and sexuality. *Prerequisite: N51, 53A/B, 54*

NUR 61 Nursing Practicum: Adult (4)
Continuation of the Nursing Skills and Process with application of concepts related to the physiologic and psychosocial node of adaptation. *Prerequisite: N51, 53A/B, 54*

NUR 65 Adaptation Nursing: Adult Medical/Surgery (3)
Common medical-surgical problems affecting adults, focus on adult and older adult, stimuli for illness, nursing diagnoses, nursing interventions, prevention, and teaching. *Prerequisite: NUR 51, 53A/B, 54.*

NUR 98 Independent Studies (1-3)
Independent investigation of significant problems in nursing. *Prerequisite: consent of instructor.*

NUR 99 Special Studies in Nursing (1-3)
Selected problems; offered as a course or seminar on current issues in nursing. Prerequisite: consent of -Instructor.

NUR 134 Issues in Professional Nursing (2)
The focus is on the profession of Nursing. Content includes: the History of Nursing, the Nursing Practice Act, Legal Aspects, Liability, and other current issues affecting the Nursing Profession. *Prerequisites: Successful completion of the NUR 140/160 series.*

NUR 135 Pharmacology in Nursing (2)
Pharmacology as related to pathological processes and various groups of clients is presented, major drug classes and mechanisms of drug actions as well as nursing implications are detailed. *Prerequisites: Successful completion of the NUR 40, 50, 60 series.*

NUR 136 Abuse: Child to Elder Adult (1)
Child, elder and women's abuse will be covered. Included will be prevention, early detection, and intervention techniques. California reporting requirements for Child Abuse will be covered.

NUR 138 Nursing Research (3)
Principles of scientific methods, research designs appropriate to nursing, ethical conduct in human subject research, and components of theoretical frameworks are presented. Emphasis on understanding, critiquing, and applying published research findings to clinical practice. *Prerequisite: Successful completion of NUR 140 and 160 series. Student must be in Senior standing.* **GS-II.**

***NUR 140 Adaptation Nursing: Childbearing Family (2.5)**
Lecture. The focus of the bio-psycho-social impact of health and illness problems related to childbearing families. *Prerequisite: Junior standing.*

***NUR 141 Practicum: Childbearing Family (1.5)**
Clinical practice in prenatal, delivery and postnatal care. Includes the study of parenting roles and health needs of emerging family groups. *Prerequisite: Junior standing.*

***NUR 142 Adaptation Nursing: Children (2.5)**
Lecture. The focus of the bio-psycho-social impact of health and illness problems related to children. *Prerequisite: Junior standing.*

***NUR 143 Practicum: Children (1.5)**
Clinical practice in the health-illness problems encountered in the care of children, from infancy through adolescence and their families. *Prerequisite: Junior standing.*

***NUR 144 Adaptation Nursing: Advanced Medical/ Surgery (2.5)**
Lecture. The focus of the bio-psycho-social impact of health and illness problems related to complex episodic medical and surgical disruptions in the adult. Patient care management is included. *Prerequisite: Junior standing.*

***NUR 145 Practicum: Adv. Med/ Surg Nursing (1.5)**
Clinical practice in the health-illness problems encountered in the care of complex episodic medical and surgical disruptions in the adult. Patient care management is included. *Prerequisite: Junior standing.*

***NUR 146 Adaptation Nursing: Mental Health (2.5)**
Lecture. The focus of the bio-psycho-social impact of health and illness problems related to the mental health of individuals and groups. *Prerequisite: Junior standing.*

***NUR 147 Practicum: Mental Health (1.5)**
Clinical practice in the application of the principles and concepts related to psychosocial problems in psychiatric settings. *Prerequisite: Junior standing.*

***NUR 150 Adaptation Nursing: Community Health Nursing I (1.5)**
Lecture. Presents research, theories and concepts as applied to aggregates in the community. These include environmental health, basic concepts of epidemiology, communicable disease, preventative health and wellness. The theory and management of these issues and others are discussed and related to a variety of community resources. *Prerequisite: Senior standing.*

***NUR 151 Practicum: Community Health Nursing I (1.5)**
Clinical practice of the principles of Public Health Nursing in an official agency. An epidemiological approach is implemented to identify and assess problems in high risk aggregates in the community. Community assessment and exploration of community resources are an integral part. *Prerequisite: Senior standing.*

***NUR 152 Adaptation Nursing: Leadership and Management (1.5)**
Lecture. Principles of leadership and management will be explained as they apply to various nursing (health) delivery systems. Topics include leadership styles, management functions, motivation, group organization, budget and staffing. *Prerequisite: Senior standing.*

***NUR 153 Practicum: Nursing Leadership and Management (1.5)**
Clinical practice applying the principles in NUR 152. Each student is assigned a selected clinical preceptor from a variety of agencies. *Prerequisite: Senior standing.*

***NUR 154 Adaptation Nursing: Community Health Nursing II (1.5)**
Lecture. Presents the student with theories applicable to providing nursing care to the client/family in the home setting. Emphasis is on family theory and culture. Other broad topics include the home health system, chronic illness, disabilities, compliance, hospice and chronic pain. *Prerequisite: Senior standing.*

***NUR 155 Practicum: Community Health Nursing II (1.5)**
Clinical practice in a variety of home health agencies providing the opportunity to apply the principles of Home Health Nursing. *Prerequisite: Senior standing.*

***NUR 156 Adaptation Nursing: Older Adult (1.5)**
Lecture. Current research and medical and nursing management of the older adult

from a bio-psycho-social perspective will be presented. Other topics will include demographics, political and governmental environments. *Prerequisite: Senior standing*

***NUR 157 Practicum: Older Adult (1.5)**
Clinical practice with older adult clients in various settings enabling the student to applying the concepts and principles in NUR 156. *Prerequisite: Senior standing.*

NUR 160 Adaptation Nursing: Childbearing Family (2.5)
Lecture. The focus is the bio-psycho-social impact of health-illness problems related to Childbearing Families. Taken concurrently with NUR 161. *Prerequisite: junior standing.*

NUR 161 Practicum: Childbearing Family (2.5)
Provides clinical experience in prenatal, delivery, and postnatal care, study of the parenting roles, and the health needs of the emerging family groups. Taken concurrently with NUR 160. *Prerequisite: Junior standing.*

NUR 162 Adaptation Nursing: Children (2.5)
Lecture. The focus is the bio-psycho-social impact of health-illness problems related to children. Taken concurrently with NUR 163. *Prerequisite: Junior standing.*

NUR 163 Practicum: Children (2.5)
Provides clinical experience in the health-illness problems encountered in the care of children and their families. Growth and development from infancy through adolescence in terms of the Adaptation Theory of Nursing. Taken concurrently with NUR 162. *Prerequisite: Junior standing.*

NUR 164 Adaptation Nursing: Advanced Medical/ Surgery (2.5)
Lecture. The focus is the bio-psycho-social impact of health-illness problems related to complex episodic medical or surgical disruptions in the adult. Leadership and patient care management included. Taken concurrently with NUR 165. *Prerequisite: Junior standing.*

NUR 165 Practicum: Advanced Medical/Surgery (2.5)
Provides clinical experience in the health. illness problems of adult patients with more complex medical or surgical disruptions. Leadership and patient care management included. Taken concurrently with NUR 164. *Prerequisite: Junior standing.*

NUR 166 Adaptation Nursing: Mental Health (2.5)
Lecture. The focus is the bio-psycho-social impact of health-illness problems related to mental health of individuals and groups. Taken concurrently with NUR 167. *Prerequisite: Junior standing.*

NUR 167 Practicum: Mental Health (2.5)
Provides clinical experience in the application of the principles and concepts related to psycho-social problems in psychiatric settings. Taken concurrently with NUR 166. *Prerequisite: Junior standing*

NUR 180 Adaptation Nursing: Community Health Nursing I (1.5)
Community Health Nursing presents research, theories and concepts as applied to aggregates in the community. These include environmental health, basic concepts of epidemiology, communicable disease, preventative health and wellness. The theory and management of these issues and others are discussed and related to a variety of community resources. *Prerequisite: Senior standing. Taken concurrently with NUR 181.*

NUR 181 Practicum: Community Health Nursing I (2.5)
This course provides the students the opportunity to practice the principles of Community Health Nursing in an official agency and other community agencies. An epidemiological approach is implemented to identify and assess problems in high risk aggregates in the community. The Roy Adaptation Model is utilized to promote optimum health for individuals, families and groups. Community assessment and exploration of community resources are an integral part of the practicum. *Prerequisite: Senior standing. Taken concurrently with NUR 180.*

NUR 182 Adaptation Nursing: Leadership/Management (1.5)
Principles of leadership and management will be explained as they apply to various

nursing (health) delivery systems, Topics discussed will include leadership styles, management functions, motivation, group organization budget and staffing. *Prerequisite: Senior standing. Taken concurrently with NUR 183.*

NUR 183 Practicum: Nursing Leadership/Management (2.5)
Various clinical agencies are used where the student will apply the principles in NUR 182. Each student will be assigned a selected clinical preceptor from the agency. The Roy Adaptation Model is used as an assessment tool for the work group. *Prerequisite: Senior standing. Taken concurrently with NUR 182.*

NUR 184 Adaptation Nursing: Community Health Nursing II (1.5)
Presents the student with theories applicable to providing nursing care to the client/family in the home setting. Emphasis is on family theory and culture. Other broad topics include the home health system, chronic illness, disabilities, compliance, hospice and chronic pain. Prerequisite: Senior standing. Taken concurrently with NUR 185.

NUR 185 Practicum: Community Health Nursing II (2.5)
A variety of home health agencies are used where the student will have the opportunity to practice the principles of home health nursing. The Roy Adaptation Model is utilized to promote optimum health for individuals, families and groups. *Prerequisite: Senior standing. Taken concurrently with NUR 184.*

NUR 190 Adaptation Nursing: Older Adult (1.5)
Lecture. Current research and medical and nursing management of the older adult from a bio-psycho-social perspective will be presented. Other topics will include demographics, political and governmental environments. *Prerequisite: Senior standing. Taken concurrently with NUR 191.*

NUR 191 Practicum: Older Adult (2.5)
Clinical practice with older adult clients in various settings enabling the student to apply the concepts and principles in NUR 190. *Prerequisite: Senior standing. Taken concurrently with NUR 190.*

NUR 196H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

NUR 198 Independent Studies (1-3)
* Accelerated Nursing courses

Occupational Therapy Assistant Program

The Associate in Arts degree and Certificate options for the Occupational Therapy Assistant Program, situated within the HOPE Program consist of academic coursework and two 8-week clinical fieldwork internships. Its required courses are offered during evening hours in three fifteen week semesters, one ten week summer session. Occasional Saturday clinical fieldwork experiences are included throughout the academic coursework. Upon successful completion of the OTA academic coursework, two full-time 8-week fieldwork clinical internships follow.

The Occupational Therapy Profession

The certified occupational therapy assistant (COTA) works under the supervision of registered occupational therapists (OTRs) in hospitals, rehabilitation centers, nursing homes, schools, community centers and many other settings.

Occupational Therapy (OT) is a health profession that uses “occupation” as an index and tool in the evaluation and treatment of individuals who experience challenges or difficulties that threaten or impair their ability to perform activities and tasks basic to their roles as worker, parent, spouse or partner, sibling and friend to self or others. OT involves the therapeutic use of purposeful activities to increase independent function, enhance development, and prevent disability.

Occupation is defined by the American Occupational Therapy Association as ordinary and familiar things that people do every day. Occupation for each individual may be categorized in three performance areas: Activities of Daily Living (self care such as grooming, hygiene, eating and dressing); Work Activities (home management, care of others, education and job performance); Play or Leisure Activities (exploration and performance).

When illness, injury, or impairment disrupts the individual’s life, any or all of the above listed performance areas may be affected. It is the role of the occupational therapist and the occupational therapy assistant to carefully assess these areas with the individual. Treatment may include purposeful activities, equipment, and behaviors, to be utilized and adapted to help the individual to optimize function and independence, compensate for dysfunction, minimize or prevent debilitation, and promote health and wellness.

Philosophy of the Program

The philosophy of the program reflects the philosophy of Occupational Therapy as a service profession that elicits maximum adaptation for those individuals with physical or mental dysfunction. The program seeks to develop a student with the knowledge, skills and values to assume the role of the Occupational Therapy Assistant (OTA) in service to society. Occupation or purposeful activity is seen as the means by which the OTA seeks to positively effect the individual, the individuals daily occupation and the society within which the individual exists. The OTA student is guided along a occupational developmental continuum in professional knowledge. The Catholic nature of the college provides a community value orientation that guides development of the student to be a service provider in a culturally diverse setting.

Mission of the Program

Through a combination of liberal arts and Occupational Therapy course work, the program seeks to graduate OT service providers that are well qualified professionally as well as personally. The OT course work seeks to develop knowledge, skills and values as an OT practitioner. The program is dedicated to providing excellence in OT education. The liberal arts component seeks to develop the personal skills of the individual. The program accepts primarily adult students from the culturally diverse population of urban Los Angeles. These students are encouraged to build upon their present knowledge and experience to become skillful and committed OT practitioners.

Objectives of the Program/Graduate Competencies

Through course work in Occupational Therapy theory and activities, biology, and psychology; and guided observation and practice in clinical settings the student will accomplish the following objectives of the program:

1. Identify and describe necessary and required technical knowledge areas as they relate to the work of the Occupational Therapy Assistant.
2. Use knowledge of the concepts of "occupation" and "adaptation" to deliver therapy services to individuals, families and groups.
3. Demonstrate competency in the basic and social sciences as they relate to the body of knowledge and skills of the Occupational Therapy Assistant.
4. Identify the dynamics of physical, psychosocial and developmental determinants of health and illness.
5. Demonstrate the necessary and required technical practice skills as they relate to the work of the Occupational Therapy Assistant.
6. Describe and interpret the role of Occupational Therapy to individuals, families, and groups.
7. Demonstrate knowledge of the role of the Occupational Therapy Assistant.
8. Identify and apply professional behavior and effective communication skills to individuals, families , groups, co-workers, and supervisors.
9. Develop and implement teaching/learning plans for individuals, families, and groups.
10. Identify the cultural, social, economic, and environmental influences on health and illness and the practice of Occupational Therapy and create intervention that considers a variety of influencing factors to culturally diverse patient population.
11. Critically examine and integrate the principles of moral, ethical, and legal issues which influence health care.
12. Identify the need for continual professional development and involvement in a field with an ever-changing body of knowledge.
13. Develop critical thinking and clinical reasoning skills to increase management and supervision skills for the Occupational Therapy Assistant.

14. Develop and demonstrate basic skill competency in computer technology and identify technological assistive devise advancements in health care.

Admissions Policy

Admission of women and men students is based upon consideration of the completed application form, the student's academic achievement, personal statement, two recommendations from qualified individuals.

In addition to meeting the general college admission requirements, a candidate must meet a GPA of 2.25 in all transferable college work and have completed any transferable course with a grade of "C" or better.

Program Description/Curriculum Design

The program is designed with the liberal arts classes including communication skills, critical thinking, psychology, biology, art, biomedical ethics, and multicultural and multiethnic issues forming a foundation for the Occupational Therapy courses. These courses are taken prior to OT course work. Biomedical Issues and Multicultural/ Multiethnic Issues courses may be taken concurrent with the Occupational Therapy curriculum.

Occupational Therapy Assistant Program Options

In order to meet the needs of our student population, Mount St. Mary's college has two different options for students wishing to pursue a career as an occupational therapy assistant:

Option I: Associate of Arts Degree/Occupational Therapy Assistant Certificate.

Option II: Occupational Therapy Assistant Certificate for degree holding applicants.

The following sequence of courses is required for completion of the Occupational Therapy Assistant Associate in Arts degree (Option I) and the Occupational Therapy Assistant certificate only (Option II) . A grade of "C" (2.0) or better is necessary to satisfy the requirements for the Occupational Therapy Assistant required courses (OTH).

Option I: Associate of Arts Degree/Occupational Therapy Assistant Certificate

The Associate in Arts general education required courses (Taken prior to starting Occupational Therapy Assistant Course work except where indicated.):

ART 5	Fundamentals of Art	(3)
ENG 10A/10B	Communication Skills	(3,3)
PHI 10	Critical Thinking	(3)
RST 49	Biomedical Issues	(3)*
BIO 40	Human Anatomy	(4)

PSY 1	General Psychology	(3)
PSY 12	Developmental Psychology	(3)
SOC 49	Multicultural and Multiethnic Issues for the Urban Health Care Professional	(3)*

Option II: Occupational Therapy Assistant Certificate Only

Students selecting this option must hold an Associate or Baccalaureate degree from an accredited college or university; the degree must be completed by the end of the Spring semester in which the student applies.

Prior to starting the Occupational Therapy Assistant coursework for the certificate program, the required coursework must be completed:

BIO 40	Human Anatomy	(4)
PSY 1	General Psychology	(3)
PSY 12	Developmental Psychology	(3)
SOC 49	Multicultural and Multiethnic Issues for the Urban Health Care Professional	(3)*

*** May be taken concurrently with OTA course work**

Professional Requirements: Options I and II

OTH 5	Occupational Therapy Theory I	(4)
OTH 7	Critical Thinking for the OTA	(4)
OTH 10	Occupational Therapy Theory II	(4)
OTH 15	Therapeutic Activities and Their Analyses I	(4)
OTH 25	Occupational Therapy Theory III	(4)
OTH 27	Dynamics in Human Occupation	(4)
OTH 30	Therapeutic Activities and Their Analyses II	(4)
OTH 35	Occupational Therapy Theory IV	(4)
OTH 40	Occupational Therapy Clinical Fieldwork I	(6)
OTH 45	Occupational Therapy Clinical Fieldwork II	(6)

Occupational Therapy Theory courses must be taken in order from OT Theory I toOT Theory IV. The principles of looking at individuals throughout the life span, in relation to their daily occupation, and in respect to their culture/society form strands through the program.

Accreditation of the Program

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is 301-652-AOTA.

Upon successful completion of the MSMC OTA program, graduates will be eligible to take the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure in order to practice in addition to national certification.

Professional Requirements

To qualify to practice as a COTA, students must:

1. Successfully complete all of the Liberal Arts and Occupational Therapy (OTH) academic course work for the AA degree; or, if Option II is selected, successfully complete the required coursework and the Occupational Therapy (OTH) academic coursework for the certificate only;
2. Successfully complete a minimum sixteen (16) weeks of OTH clinical fieldwork within 18 months of completion of academic course work; and
3. Successfully complete the national certification examination administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT).

Occupational Therapy Assistant Program Course Descriptions

OTH 5 Occupational Therapy Theory I (4)
Defines the history, development, and definition of Occupational Therapy as a profession. Emphasis on occupation, performance areas, theoretical frames of reference, normal development, learning and therapeutic use of self. Concurrent with Level I fieldwork. *Prerequisite: Successful completion of ENG 10A/10B, ART 5 and PSY 1. Prerequisite or concurrent: PHI 10 and BIO 40.*

OTH 7 Critical Thinking for the OTA (4)
Skill acquisition in critical thinking and clinical reasoning using problem based learning techniques through the introduction of basic medical documentation and terminology appropriate to the Occupational Therapy Assistant practice areas. Successful completion of ENG 10A/10B, Art 5, and PSY 1. *Prerequisite or concurrent: PHI 10 and BIO 40.*

OTH 10 Occupational Therapy Theory II (4)
Explores the theories and applications of occupational therapy in the evaluation and treatment of psychosocial dysfunction. Concurrent with Level I fieldwork. *Prerequisite: Successful completion of OTH 5, OTH 7.*

OTH 15 Therapeutic Activities I and Their Analyses (4)
Introduction to selected crafts and activities with emphasis on task analysis and application to occupation. Concurrent with Level I fieldwork. *Prerequisite: Successful completion of OTH 5, OTH 7.*

OTH 25 Occupational Therapy Theory III (4)
Theory and application of occupational therapy in the evaluation and treatment of physical dysfunction with emphasis on functional limitation and importance of occupation. Concurrent with Level I fieldwork. *Prerequisite: Successful completion of OTH 5, 7, 10, and 15.*

OTH 27 Dynamics of Human Occupation (4)
Application of basic anatomy and kinesiology principles to Occupational Therapy Assistant interventions and how occupation plays as an integral part in purposeful movement, using occupation based principles. *Prerequisite: Successful completion of OTH 5, 7, 10, and 15.*

OTH 30 Therapeutic Activities II and Their Analyses (4)
Focus on selected crafts and activities with emphasis on task analysis and application to occupation. Concurrent with Level I fieldwork. *Prerequisite: Successful completion of OTH 5, 7, 10, 15, 25, and 27.*

OTH 35 Occupational Therapy Theory IV (4)
Explores principles and techniques of management and supervision; treatment in specialty and nontraditional settings/areas; occupational performance and adaptation in geriatrics; professional responsibility in preparation for clinical

fieldwork. Concurrent with Level I fieldwork. *Prerequisite: Successful completion of OTH 5, 7, 10, 15, 20, 25 and 27.*

OTH 40 Occupational Therapy Fieldwork I (6)
Supervised clinical experience with emphasis on attaining proficiency in occupational therapy assistant skills in physical dysfunction. *Prerequisite: Successful completion of all OTA academic course work.*

OTH 45 Occupational Therapy Fieldwork II (6)
Supervised clinical experience with emphasis on attaining proficiency in occupational therapy assistant skills in psychosocial dysfunction. *Prerequisite: Successful completion of all OTA academic course work.*

OTH 98 Independent Studies (1-4)
Independent investigation of significant problems in Occupational Therapy. *Prerequisite: Consent of advisor.*

OTH 99 Directed Studies (1-4)
Directed investigation of significant problems in Occupational Therapy. *Prerequisite: Consent of instructor.*

Philosophy

Philosophy is not just for those who love wisdom; it is also for those who want techniques to be able to think, speak, and write clearly and defensibly. Philosophy provides us with the tools to discover, examine, and evaluate our own and others' insights and ideas. It helps us look into the meaning of knowledge, notions of personal identity, and examine fundamental concepts about the universe and what we can and ought to be doing in the world. Philosophy helps us evaluate theoretical systems and how they get applied or put into law, policies, or ethical guidelines. Philosophy also helps us reflect on our values and beliefs, as well as take stock of the biases and prejudice within and around us. In short, Philosophy gives us powerful tools to make a difference in how we live in the world and with one another.

This major is an excellent preparation for graduate study or a career in college teaching, law, medicine, computer programming, culture studies, social sciences, or religious studies. Philosophy provides a strong foundation for careers in education, business, research, writing, or counseling.

The Philosophy department encourages students to major in Philosophy. We also will help students arrange double majors, such as with Art, Political Science, English, Business, Psychology, and Religious Studies. A minor in Philosophy is also a possibility for students and works well with virtually all majors.

Courses Required for a B.A. Degree in Philosophy

Lower Division. One class from each of the following groups:

A. Analytical Skills:

Phi 5	Introduction to Logic
Phi 10	Critical Thinking

B. Introductory Ethics:

Phi 21	Moral Values
Phi 92	Business Ethics

Upper Division. At least ten are upper division courses in Philosophy are required for the major. Students select one of the following programs:

1. **Traditional Philosophy:** A program of study primarily for those interested in pursuing graduate study in Philosophy or who desire a classical philosophical education. Students must take at least:
   a. three courses (9 units) from area A (History of Philosophy)
   b. three courses (9 units) from area C (Logic, Metaphysics, Epistemology)
   c. two courses (6 units) from area B (Value Theory)
   d. one course (3 units) from area D (Interdisciplinary Philosophy).
   e. one elective course (3 units) from any of areas A, B, C, and D.
2. **Applied Philosophy:** A program of study primarily for those interested in fields where a background in Philosophy is particularly valuable, such as law, bioethics, business ethics, medicine, women's studies, or culture studies. Students must take at least:

a. three courses (9 units) from areas B (Value Theory)
b. three courses (9 units) from area D (Interdisciplinary Philosophy)
c. one course (3 units) from area A (History of Philosophy)
d. one course (3 units) from area C (Logic, Metaphysics, Epistemology)
e. two elective courses (6 units) from any of areas A, B, C, and D.

A. History of Philosophy:

Phi 124	Socrates, Plato, & Aristotle	(3)
Phi 125pa	Medieval Philosophy	(3)
Phi 126pa	Descartes to Kant	(3)
Phi 130pa	Existentialism	(3)
Phi 134pa	American Philosophy	(3)
Phi 172pa	Marxism	(3)

B. Value Theory:

Phi 168Apa	Contemporary Moral Problems	(3)
Phi 168Bpa	Bioethics	(3)
Phi 168Cpa	Ethics of Information Technology	(3)
Phi 170pa	Social and Political Philosophy	(3)
Phi 174pa	Aesthetics	(3)
Phi 179pa	Women and Values	(3)

C. Logic, Metaphysics, and Epistemology:

Phi 150pa	Metaphysics	(3)
Phi 152pa	Theory of Knowledge	(3)
Phi 155pa	Symbolic Logic	(3)
Phi 156pa	Systems Analysis	(3)
Phi 158pa	Scientific Method	(3)
Phi 160pa	Philosophy of Religion	(3)

D. Interdisciplinary Philosophy:

Phi 135pa	Philosophy and Law	(3)
Phi 162pa	Philosophy and Native Cultures	(3)
Phi 169pa	Philosophy of Technology	
Phi 175pa	Philosophy of Film	(3)
Phi 176pa	Philosophy of Literature	(3)
Phi 178pa	Philosophy of Women	(3)

Total Units in Philosophy: 36.

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

The Minor in Philosophy

A minimum of 21 units in philosophy, 15 of which must be upper division, approved by the philosophy department. At least one course from the following:

PHI 124	Socrates, Plato, and Aristotle	(3)
PHI 125	Medieval Philosophy	(3)
PHI 126	Descartes to Kant	(3)
PHI 130	Existentialism and Phenomenology	(3)
PHI 134	American Philosophy	(3)
PHI 170	Social and Political Philosophy	(3)

Independent Study Policy: Independent studies are open to philosophy majors and minors who wish to explore an area of philosophy for advanced or specialized work. Any non-major wishing to do an independent study in philosophy must have a clearly defined goal and must confer with both the faculty member and the chair of the department to see if it is appropriate. Independent studies require independent research. Students are expected to meet the faculty member at least one hour per week, undertaking an equivalent amount of work that would be expected in a 3 credit course. Normally, independent studies are not intended to replace a course taught in the department. For details on what must be included in your petition for an independent study, please contact the Chair of the Philosophy department.

PHI 5 Introduction to Logic (3)
An introduction to argument structure, including inductive and deductive arguments, the rules of inference and replacement, fallacies of reasoning, validity and soundness, syllogisms and more complex argument forms, language, multicultural considerations of conceptual frameworks and points of view, analysis, decision-making and problem-solving, and presentation and evaluation of extended arguments. *Prerequisite: eligibility and placement at the ENG 1A level or higher.* **GS-II, VB3**

PHI 10 Critical Thinking (3)
Students taking this course will learn reasoning techniques so they develop their skills at argumentation, spotting fallacious reasoning, examining uses of language, evaluating reasoning, examining assumptions, weighing evidence, determining credibility of witnesses, problem solving, decision-making, and applying critical thinking skills to moral reasoning, advertising, the media, and legal reasoning. This course carries credit equivalent to PHI 5. *Prerequisite: eligibility and placement at the ENG 1A level or higher.* **GS-II, VB3**

PHI 15 Challenges in Philosophy (3)
This course helps students see why philosophy is considered the love of wisdom. Included are philosophical questions, major thinkers, and the methodology involved in a philosophical inquiry. Topics covered include: Freewill and determinism, the existence of God, the problem of evil, mind and body, the theory of knowledge, and personal identity. Traditional views, as well as contemporary ones from diverse perspectives (such as women and people of color) will be included. *Prerequisite: eligible for ENG 1A or completion of ENG 10A with C or better.* **GS-VBI, VI.**

PHI 21 Moral Values and Ethical Decisions (3)
This course is an introduction to moral reasoning and ethical decision making, focusing on fundamental ethical theories (such as Formalism, Utilitarianism, egoism, relativism, virtue theory, the ethic of care). Using the different theories, students will examine some major moral dilemmas we face (such as the death penalty, world hunger, environmental ethics, abortion, sexual morality, censorship). Students who take this course may not take PHI 92 for credit. **GS-VB**

PHI 24 Socrates, Plato, and Aristotle (3)
An introduction to the origins of philosophical traditions in the West through study of the lives and major works of Socrates, Plato, and Aristotle. *Philosophy majors and minors only are to take this course for upper division credit as PHI 124. They will be assigned an additional critical assignment appropriate to a more advanced level of study. This may be in either written or oral form.* **GS-VBI**

PHI 92 Introduction to Business Ethics (3)
Using ethical theories and a case study approach, we will examine such moral dilemmas as environmental concerns, affirmative action, racism and sexism in the workplace, product liability, whistle blowing, honesty, advertising, global issues, corporate decision making, and responsibility (e.g., to consumers and in the third world). *Students who take this course may not take PHI 21 for credit. Honors students should take PHI 21H, not PHI 92.* **GS-VB2**

PHI 125 Medieval Philosophy (3)
An introduction to medieval philosophers such as Augustine, Abelard, Aquinus,

Duns Scotus, and Ockham. We examine philosophical issues of the medieval period. This may include faith and reason, human nature, knowledge, and theories on the nature of language. *Prerequisite: One lower division course in philosophy GS-VBI, or VA2*

PHI 126 Descartes to Kant (3)
The development of modern views on the relationship of reality and knowledge; the tension of reason and experience in classical modern rationalists and empiricists and the synthesis of Kant. *Prerequisite: One lower division course in philosophy.* **GS-VBI**

PHI 130 Existentialism and Phenomenology (3)
A study of existentialist thinking drawing from thinkers such as Nietzsche, Kierkegaard, Sartre, Heidegger, Camus, de Beauvoir, and contemporary existentialists. The emphasis is on the individual, free-will, choices, decision-making, authenticity vs. inauthenticity, and global considerations. Existentialist literature (Kafka, Beckett, Atwood, Shange, etc.) and challenges raised by women and people of color may be included. *Prerequisite: One lower division course in philosophy.* **GS-VB I**

PHI 134 American Philosophy (3)
A study of the major philosophical ideas that have influenced the development of American intellectual life, civilization, and culture. This includes Transcendentalism, Idealism, the Pragmatic movement, and recent movements in American philosophical thought. *Prerequisite: One lower division course in philosophy.* **GS-VB I**

PHI 150 Metaphysics (3)
A study of philosophical theories of being and personal identity. Among a cluster of metaphysical concepts to be considered are: substance, matter, mind, body, causation, space and time, and the transcendent. *Prerequisite: one lower division course in philosophy.* **GS-VBI**

PHI 152 Theory of Knowledge (3)
An examination of the nature and possibility of human knowledge; objectivity, perception, truth, self-knowledge and the knowledge of other minds, the conditions of justified belief, *Prerequisite: One lower division course in philosophy.* **GS-VBI**

PHI 155 Symbolic Logic (3)
This course provides the tools to do more advanced work in deductive reasoning and legal reasoning. In this course students acquire the tools to analyze complex argument forms and learn how to apply different analytical and logical tools and techniques. This course is highly recommended for pre-law students, as part of the course will look at analytical reasoning used in the LSAT exams and work on other skills that help with the LSAT in particular and the study of law in general. Also recommended for Computer Science majors. *Prerequisite: PHI 5 or PHI 10.* **GS-VB3**

PHI 156 Systems Analysis (3)
In this course we apply analytical and critical thinking skills to analyzing websites and electronic forms of expression and communication, as well as the creative dimension behind them. Topics include organization, effectiveness in reaching an audience, verbal message and language use, visual message, design features such as use of color, symbols, logos,and artistic expression. *Prerequisite: One course in Critical Thinking, Logic, or Symbolic Logic. Course in Art, Photoshop, or Graphic Design helpful, but not required.*

PHI 158 The Scientific Method (3)
An historical introduction to the philosophy of science from Aristotle to modern times. Topics will include: Aristotle's inductive/deductive method; Copernican vs. Ptolemaic models of the universe; the Newtonian synthesis; Mach's sensationalism; twentieth century positivism and other issues regarding scientific reasoning. Very useful for majors in the sciences, psychology, and sociology. *Prerequisite: One lower division course in philosophy.* **GS-VBI or VB3**

PHI 160 Philosophy of Religion (3)
A study of the philosophical concerns raised in religion, including the existence of god, faith, images and concepts of god, the problem of evil, along with multicultural and feminist considerations of religion and mythology. *Prerequisite: one lower division course in philosophy and one in religious studies. See RST 198.* **GS-VA4 or VBI, VI**

PHI 162 Philosophy and Native Cultures (3)
This course will explore Native American philosophy, mythology, literary expression

of ideas, and world views. The focus is on tribes of the Southwest (Zuni, Hopi, Navajo, Apache, Cherokee, Laguna Pueblo), Northwest (Kwakiutl, Tlingit, Haida), and a selection of other Native-American tribes. Our study includes social issues like casinos, gambling, environmental issues, and cultural authenticity. *Prerequisite: one lower division course in philosophy.* **GS-VBI, VI**

PHI 165 Philosophy of Law (3)
This course examines philosophical issues and concerns in legal reasoning and in the application of laws. This includes notions of personhood, freedom of speech, freedom of religion and other constitutional issues, issues regarding civil law, international law, and an examination of key Supreme Court decisions and their effect on such fields as medicine, biotechnology, business, and so on. Highly recommended for prelaw students. **GS-VB1**

PHI 168A Contemporary Moral Problems (3)
A study of contemporary moral and social problems; including the death penalty, prejudice, animal rights, world hunger, sexual morality, environmental ethics, advertising and media ethics, and individual vs. societal rights. At least one-third of the course covers bioethics issues such as maternal-fetal conflicts, physician assisted death, and medical experimentation. *Prerequisite: Any lower division Ethics course in philosophy or religious studies.* **GS-VB2, VI**

PHI 168B Bioethics (3)
In this course we study issues and concerns affecting medicine and scientific research. This includes informed consent, honesty, patient rights v. paternalism, physician assisted death, abortion, surrogate parenting, maternal-fetal conflicts, medical experimentation, justice, violence, racism, and the allocation of scarce resources. *Prerequisite: Introductory Ethics, or Christian Ethics, course.* **GS-VB2**

PHI 168C Ethics of Information Technology (3)
In this course we look at ethical and policy issues involving information technology. Topics covered are: Privacy rights and the Internet, Employer rights to Monitor Email and websites, Intellectual Property, cyberstalking, Internet Hate groups, Censorship vs. Free Expression, Technology and Social Justice, Cyber-Terrorism, Individual rights vs. Societal Interests, and the Democratization of Knowledge & Information. *Pre-requisite: Any previous Ethics course in either Philosophy or Religious Studies.*

PHI 169 Philosophy of Technology (3)
In this course we will inquire into the philosophical perspectives that encourage or discourage technological change. We will consider theories about reality, knowledge and the individual , society and technological development. We also examine how contemporary technology--especially the computer, the Internet, and communications media—has affected such concepts as the self, the mind, the nature of knowledge and reality. *Pre-requisite: one lower division course in philosophy. Phi 150 and 152 are helpful, but not required.*

PHI 170 Social and Political Philosophy (3)
A study of the traditions of social and political theories, including an examination of the nature of persons and of society, government, political rights and political obligation, justice and equality, the relationship between personal morality and social and political goals and the inclusion of women and minorities in society and government. *Prerequisite: one lower division course in philosophy.* **GS-VBI**

PHI 172 Marxism (3)
An examination and comparison of some of the central works of Marx, Engels, Lenin, Mao, and other writers in the Marxist tradition . The focus is on the criticisms of capitalism, the communist revolution, the nature of communist society; and the relevance to the contemporary world and the future of Marxist and socialist societies. *Prerequisite: One lower division course in philosophy. Offered only on request and/or every three years.* **GS-VB1**

PHI 174 Aesthetics (3)
A study of the philosophical concerns around the creative process, the work of art, and aesthetic evaluation. This includes a study of the classical thinkers of aesthetics as well as contemporary theories. We will look at a range of issues, such as art

vs. craft, censorship, social and political aspects of artistic expression, issues around evaluating and judging works of art. As part of this study, we examine multicultural perspectives (e.g. Chicano murals, African American film directors, women in film). *Prerequisite: one lower division course in philosophy.* **GS-VBI, VI**

PHI 175 Philosophy of Film (3)
A study of philosophical ideas and theories about film, film theory and various schools of film criticism. Generally we take a thematic approach (e.g., the hero, justice, visions of society). In addition, we will be interested in looking at film as an expression of cultural values and an instrument for change. As part of that goal, we will examine the role of race, class, and gender in assessing film and film-making. *Prerequisite: One philosophy course.* **GS-VB1, VI**

PHI 176 Philosophy in Literature (3)
A study of the literary expression of philosophical concerns and themes, such as authenticity, freedom and choice, good vs. evil, justice vs. injustice. This involves one or two philosophical works that investigate a philosophical issue (e.g., the ideal society) and then we look at novels and/or plays to see how the issue is treated in literature. This course includes multicultural and non-traditional expressions and concerns. *Prerequisite: One lower division course in philosophy.* **GS-VBI, VI**

PHI 178 Philosophy of Women (3)
A critical study of traditional and contemporary conceptions of women and various manifestations of the oppression of women particularly in Western societies and the U.S., especially for women of color. Various strategies of addressing women's issues will be studies, including various forms of feminism and research on or by women and of the women's movement will be explored from diverse perspectives, especially those of women of color. *Prerequisite: one lower division course in philosophy.* **GS-VBI, VI**

PHI 179 Women and Values (3)
An examination of women's perspectives in areas reflecting values, including ethics, aesthetics and art, political and social theory, the law, and religion. The course focuses on how women tend to perceive values differently than men and the contributions women make to value theory as well as the problems of interpretation and practice that these differences raise, e.g. regarding sexual harassment, pornography, or the value of attachment. Differences among women, especially cultural differences, will be explored throughout. *Prerequisite: one lower division course in philosophy.* **GS-VBI or VB2, VI**

PHI 198 Special Topics (1-3)
May be repeated for credit.

PHI 199 Senior Thesis (1-3)
May be repeated for credit. Offered only on request.

PHI 199H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

Physical Education

Physical education is considered part of Special Programs, and its courses are offered as electives, intended to enhance and balance the academic course load of students. All courses, with the exception of PED 100, are Credit/No Credit and may be repeated for credit; however, a maximum of six units of SPR and PED combined may be applied to requirements for the baccalaureate degree.

Ancient Arts

PED 1S Women's Self Defense (1)
An introduction to self defense techniques combining practical safety skills, physical conditioning, and martial art movements.

PED 1T Tai Chi (1)
An introduction to the Yang style of Tai Chi Chuan, an ancient blend of mental concentration and physical movement, with applications to self-defense.

PED 1Y Yoga (1)
An introduction to yoga, an ancient blend of stretching, relaxation, and breathing techniques that increase flexibility and muscle strength and tone, improve circulation, and reduce stress.

Aerobic Conditioning

PED 2A Aerobics (1)
A high intensity, low impact workout, designed for all levels, that improves cardiovascular endurance, muscle strength and endurance, body composition, and flexibility.

PED 2K Kickboxing (1)
High intensity, multi-level hi/lo workout incorporating moves from kickboxing and other martial arts techniques. This class emphasizes proper technique, mental discipline and self-awareness.

PED 2P Studio Cycling (1)
A high energy workout utilizing stationary racing bikes to improve cardiorespiratory and muscular endurance.

PED 2S Step Aerobics (1)
A high intensity, primarily low impact cross training class, utilizing the aerobic step and exercise tubing, that improves cardiovascular endurance, muscle strength and endurance, body composition, and flexibility.

PED 2W Water Aerobics (1)
An aerobic conditioning class which utilizes the resistance of water to enhance cardiovascular endurance and reduce the risk for injury.

Muscle Conditioning

PED 3A Abdominal Blaster (.5)
Thirty minute high intensity, multi-level, abdominal workout designed to define, shape, and tone abdominal muscles.

PED 3B Bun's of Steel (.5)
Thirty minute high intensity, multi-level workout designed to tone, strengthen, and define the inner and outer thighs, hamstrings, quadriceps, and the gluteus maximus.

PED 3W Weight Training (1)
An introductory course emphasizing muscular strength and endurance using resistance equipment and free weights. Students will develop and implement a personal workout based on individual goals, fitness level, and ability.

Dance

PED 4A African and Latin Rhythms (1)
A dance class which emphasizes basic African and Latin movements to improve cardiovascular endurance, muscle strength and tone.

PED 4B Ballet (1)
An introduction to the basic movements and choreography of ballet which will increase flexibility, muscle strength, endurance, and tone.

PED 4D Dance Workshop (1)
Instruction and choreography of various dance forms including jazz, modern, and street dance with the opportunity for performance.

PED 4H Hip Hop (1)
A high intensity free-style street dance class that increases cardiovascular endurance, muscle strength and endurance, and improves body composition.

PED 4J Jazz (1)
A dance class which emphasizes basic jazz movements to improve cardiovascular endurance, muscle strength and tone.

Outdoor Recreation

PED 5H Hiking and Wildflowers (1)
An introduction to hiking with emphasis on wildflower identification.

PED 5S Special Topics in Outdoor Recreation (1)
Primarily off campus activities which could include mountain biking, roller blading/skating, beach volleyball, biking, hiking, snow and water skiing.

Sports

PED 6B Basketball (1)
An introduction to basic basketball skill techniques, scoring, rules and game strategy.

PED 6C Court Sports (1)
Instruction in the rules, techniques, and strategies of basketball and volleyball.

PED 6S Swimming (1)
A comprehensive course addressing both basic stroke technique and cardiovascular conditioning.

PED 6T Tennis I/II (1)
An introduction to basic tennis skill techniques, scoring, rules, and game strategy.

PED 6V Volleyball (1)
An introduction to basic volleyball skill techniques, scoring, rules, and game strategy.

Certification Courses

PED 7C CPR/First Aid (1)
This course teaches basic CPR and First Aid methods in preparation for passing the American Red Cross Certification.

Education

PED 10 Wellness Seminar (1)

PED 100 Physical Education (1)
Required course for Liberal Studies majors emphasizing the State Curriculum Framework, movement skill and movement knowledge, self-image and personal development, and social development of children K-12 through the participation in rhythms, games, sports, and physical fitness activities. *Letter graded course.*

Physical Science

Departmental Affiliation: Physical Sciences and Mathematics

PHS 1 Scientific Concepts (3)
A course in the basic principles of chemistry and physics with particular emphasis on the application of these principles to contemporary concerns. **GS-II, IIID**

PHS 2AB General Physical Science (2,2)
This course for the non-science major surveys the four main fields of physical science: physics, chemistry, astronomy, and geology. It explores how things work and how we find out. Elementary mathematical concepts are introduced as required. Recommended for students planning to become teachers. **GS-II, 111D**

PHS 4 Elementary Environmental Studies (3)
An introduction to the study of man's physical resources and environment leading to a consideration of the problems of conservation and pollution. *Prerequisite: PHS 1 or PHS 2A.* **GS-II, IIID**

PHS 5 Selected Topics in Physical Science (1-3)
Prerequisite: Consent of the department. **GS-II, IIID**

Physical Therapy

The Department of Physical Therapy offers entry level physical therapist and physical therapist assistant degree programs. The post-baccalaureate Master of Physical Therapy degree program is designed to prepare the graduate to enter practice as a generalist physical therapist.

The Physical Therapist Assistant program offers an Associate in Arts degree or a Certificate option for individuals holding an Associate or Baccalaureate degree from an accredited institution.

Department Philosophy

Physical Therapy is a health profession dedicated to the improvement of the quality of life. It is a profession of service to humanity which is holistic in nature and provides services to persons of all ages. Physical therapy means the examination, treatment, and instruction of persons to detect, assess, prevent, correct, alleviate, and limit acute or prolonged movement dysfunction. It includes the administration, interpretation, and evaluation of tests and measurements of body functions and structures; the planning, administration, evaluation, and modification of treatment and instruction including the use of therapeutic processes; and the provision of consultative, educational and other advisory services for the purpose of preventing or reducing the incidence and severity of physical disability, movement dysfunction, body malfunction, and pain. In performance of these services, the role of the physical therapist assistant is to provide patient treatment under the supervision of a qualified physical therapist.

Physical therapy is a profession which promotes maximum human performance by facilitating an individual's responsibility for his or her own health. The profession is an autonomous profession, often described as a science applied in an artful manner. Because the primary focus of the profession is the diagnosis and treatment of movement dysfunction, the practitioner necessarily must possess a thorough understanding of the human being: structurally, functionally, psychosocially, and spiritually. As the profession is rooted in the humanistic values of compassion, caring, hope and integrity, all persons are recognized as unique composites of body, mind, emotion and spirit, worthy of respect for their dignity as whole individuals.

To be a competent and compassionate physical therapy practitioner of the highest quality requires being a critically thinking problem solver, being an able communicator and being an adept teacher. With these skills relationships of mutual trust and responsibility can develop and mature in rehabilitation or recovery, in trauma or disease, in illness or healing. The ability to establish relationships with patients potentiates results and maximizes the outcomes of care.

Physical therapists and physical therapist assistants are integral members of the health care team. Within this context they impart their knowledge and skills through competent and compassionate patient care, enlightened education, scholarly activity and research, and quality consultation.

The Physical Therapist Assistant Program

The physical therapist assistant (PTA) program offers an Associate in Arts degree option, or a Certificate option for students holding an Associate or Baccalaureate degree.

Philosophy of the PTA Program

Physical therapist assistants are integral members of the health care team who work in close association with physical therapists to implement and carry out each patient's individualized plan of treatment throughout the continuum of care, from onset of dysfunction to ultimate discharge.

To be maximally effective in this capacity, the physical therapist assistant must have an educational foundation rooted in both the liberal arts and the sciences. In the liberal arts, the student discovers the person and service-oriented aspects of health care, including:

- an understanding of human beings, their inherent dignity and their diverse cultures and ethnicity;
- an ethical value basis for decision making;
- an appreciation for the holistic nature of health that encompasses body, mind, spirit, and emotion;
- a respect for the role of compassion and communication in health and healing.

From the sciences, the student develops an understanding of the functions, systems and processes that comprise the human body. Students investigate the physical, mental and emotional effects of health and wellness, rehabilitation and prevention, illness, disease and dysfunction. This knowledge is integrated into each student's foundation for learning the professional component of the program.

The educational, technical and professional aspects of the physical therapist assistant program provide the student with learning experiences designed to weave the academic and clinical components of learning into an integrated cohesive whole, representative of the current state of practice spanning the continuum of care and age span. The curriculum is hierarchical in nature, progressing from simple concepts and principles to the understanding of complex ideas. It builds on a firm foundation and understanding of normal structure and function before proceeding to pathology and dysfunction. The problem solving approach to practice is facilitated by providing appropriate clinical experiences during each semester.

Ultimately, students learn to be educators, communicators and competent physical therapist assistants through faculty and clinician-based individualized attention; ongoing opportunities for both directed and independent practical application; opportunities for experience in a variety of health care settings; and exposure to activities available in the professional community.

General Information

The Associate in Arts degree and Certificate options for the Physical Therapist Assistant consist of academic coursework and three 6-week clinical internships during the summer following the academic component.

The educational program focuses on the knowledge and application of biological and physical principles/concepts, the development skill in selected physical therapy interventions, tests and measures, and the discovery of oneself and one's relationship to the human environment. The student will be prepared to begin to understand and to respond to the psychological, emotional, physical and social needs of patients and their families.

The program is fully accredited by the Commission on Accreditation in Physical Therapy Education. Upon successful completion of the program, the graduate will be eligible to apply for and complete the certifying/licensing examination in California and other states.

Physical Therapist Assistant Program Options

In order to meet the needs of our student population, as well as the changing health care needs of our community and society at large, Mount St. Mary's College has two options for students wishing to pursue a career as a physical therapist assistant:

Option I: Associate in Arts Degree/Physical Therapist Assistant Certificate
Option II: Physical Therapist Assistant Certificate for degree holding applicants.

Admission Requirements

Option I: Associate in Arts Degree/Physical Therapist Assistant Certificate

To apply for Year I, students selecting this option must:

- complete the general college Admissions Application;
- meet the general admission requirements of the College;
- show transcript evidence of having successfully completed one year of high school biology with a laboratory and one year of algebra;

During Year I, the student is not enrolled in the PTA program. Students attending Mount St. Mary's College (MSMC) must complete the first semester of course work with a minimum 2.5 cumulative grade point average (GPA). MSMC Year I students must also follow the application requirements for Year II.

Students may complete all general education courses scheduled for Year I and Year II of the PTA Program at another college/university and transfer them to Mount St. Mary's College. *(See Prerequisite Courses)*

To apply for Year II, students selecting this option must:

- have a 2.5 cumulative GPA for all college **academic** coursework;
- have a 2.0 cumulative GPA for all college science coursework;
- demonstrate successful completion of at least 1 semester of full-time **academic** study (12 - 18 units);
- successfully complete the anatomy and physiology prerequisites with a minimum grade of C; one course must be completed at the time of application, the other completed by the end of the Spring semester in which the student applies; *(See Prerequisite Courses)*

- complete the PTA Program Application including all supporting documents by the final deadline;
- complete exposure to/experience in the field of physical therapy and submit a completed **Verification Form** of the exposure/experience; the exposure must be in a physical therapy department and supervised by a licensed physical therapist; 100 hours minimum as a volunteer/employee; 50 of the 100 hours must be in an inpatient acute setting (i.e. hospital, skilled nursing facility, rehabilitation center); 50 hours must be completed by the time of application;
- submit two recommendations on the **Letter of Recommendation Forms** provided with the PTA application; one from a physical therapist or physical therapist assistant who supervised the applicant in a physical therapy setting and can attest to his/her potential in the field of physical therapy, and the other from someone who can speak to the applicant's character and ability to relate to people/patients or academic ability;
- for applicants whose first language is other than English, a TOEFL score of at least 550 on the written exam or 213 on the computer based exam.

Preparatory Program for Option I, AA Degree/Physical Therapist AssistantCertificate

This course of study is designed for students whose previous performance or placement testing results indicate the need for additional support in academic preparation and skill development. It is also designed for those students who are unable to meet the admission requirements for Year I of Option I. The Preparatory Program adds an additional year to Option I so that students can take the appropriate coursework to establish the foundation necessary for successful participation in the AA degree/PTA Certificate option. Successful completion of this preparatory course work with a 2.5 cumulative GPA would enable the student to transition to the first year of Option I.

Option II: Physical Therapist Assistant Certificate

Students selecting this option must:

- hold an Associate or Baccalaureate degree from an accredited college or university; the degree must be completed by the end of the Spring semester in which the student applies;
- have a 2.5 overall GPA for the most recent 30 units of **academic** college coursework;
- have a 2.0 cumulative GPA for all science coursework
- demonstrate successful completion of at least 1 semester of full-time **academic** study (12 - 18 units);
- successfully complete the anatomy and physiology prerequisites with a minimum grade of C; one course must be completed at the time of application, the other completed by the end of the Spring semester in which the student applies; *(See Prerequisite Courses)*
- complete the PTA Program Application including all supporting documents by the final deadline;

- complete exposure to/experience in the field of physical therapy and submit a completed **Verification Form** of the exposure/experience; the exposure must be in a physical therapy department and supervised by a licensed physical therapist; 100 hours minimum as a volunteer/employee; 50 of the 100 hours must be in an inpatient acute setting (i.e. hospital, skilled nursing facility, rehabilitation center); 50 hours must be completed by the time of application;
- submit two recommendations on the **Letter of Recommendation Forms** provided with the PTA application; one from a physical therapist or physical therapist assistant who supervised the applicant in a physical therapy setting and can attest to his/her potential in the field of physical therapy, and the other from someone who can speak to the applicant's character and ability to relate to people/patients or academic ability;
- for applicants whose first language is other than English, a TOEFL score of at least 550 on the written exam or 213 on the computer based exam.

Important Information for *all Applicants:*

The priority date for applications for Year II of Option I/AA Degree and for Option II/Certificate is **February 15** of the year of intended enrollment. The cut off date for applications is **April 15**; those applying/completing their applications after the priority date will only be admitted if space in the entering class remains. Applications will be processed only when the application fee is paid and all transcripts, verification forms, letters of recommendation and TOEFL scores (if applicable) are received. Applications incomplete by the April 15th deadline will not be considered for admission. MSMC current students and graduates will be the first applicants reviewed and will be selected first, if they meet all the criteria.

Applicants for admission are considered on the basis of the qualifications of each student without regard for race, religion, sex, age, national or state origin. Acceptance is determined by the PTA Program Admissions Committee and is contingent upon maintenance of the program GPA requirements, verification of degree, completion of prerequisites and all other requirements for admission to the program. The PTA Program Admissions Committee retains discretionary authority in the application of all the criteria for admission and their decision is final. Applicants will be notified of their status no later than May 1st.

Prerequisite Courses:

To be acceptable, prerequisite courses must be similar in unit value to those offered by Mount St. Mary's College and letter grades of C or higher are required. All prerequisite courses must be taken on a graded basis. All required science courses must have laboratories. The requirements presented are on the semester system. If the applicant has attended an institution which is on the quarter system, it must be recognized that three quarter units equals two semester units. **All prerequisites must be completed by the end of the Spring semester of the year of intended enrollment.**

- All applicants for **Year II of Option I** and for **Option II** must show successful completion of the following specific courses:

Human Anatomy:	1 semester (4 units)
Human Physiology:	1 semester (4 units)

- Prerequisite science courses must have been taken within the last ten (10) years at an accredited college or university in the United States. It is highly recommended that the courses be taken within the last five (5) years.
- **Option I/AA Degree transfer students (those not attending MSMC for Year I) applying for Year II must show successful completion of the following specific courses in order to meet MSMC graduation requirements:**
  English Composition: 2 semesters (6 units)
  General Psychology: 1 semester (3 units)
  Philosophy Elective: 1 semester (3 units)
  Religious Studies Elective: 1 semester (3 units)
  General Elective in Art, Music, Lit., History, Economics or Politics: 1 semester (3 units)
  Multicultural Elective: 1 semester (3 units)
  (See the Associate Degree Requirements)
  Gerontology Elective: 1 semester (3 units)
  (e.g. Sociology of Aging, Psychology in Aging)
  Computer Literacy: *(See the Associate Degree Requirements)*
- Transfer applicants into Option I, AA degree will be unable to sit for the National PTA Examination in California or any other state until they have completed **ALL** of the college AA degree requirements in addition to the PTA Program requirements. *(See the Associate Degree Requirements)*

Recommended (not required) courses for All Options:

Computer Science/Literacy
Critical Thinking/Logic
Ethics/Bioethics
Developmental Psychology
Medical Terminology
Motor Learning/Development
Speech/Oral Presentation

Financial Arrangements

Students are responsible for the financing of their education. Information and assistance is available and should be directly requested from the Financial Aid Office on the Doheny or Chalon Campuses.

For the cost of tuition, see the Tuition and Expenses section of the catalog. These fees do not include books, summer clinical fees, PTA Lab fees, or other school and living expenses. Contact the Office of Enrollment for a PTA Information packet which contains current, detailed information regarding all fees associated with the PTA Program.

Physical Therapy Department Policies for Students

To remain in the program, the student must achieve grades of "C" or higher in all physical therapist assistant courses. A grade point average of 2.0 is required in each semester's course work for continuation in the program. The letter grade of "C-" or "D" in one course results in suspension from the program until the course is repeated and a letter grade of "C" or higher is achieved. One repeat of a course is permitted. Letter grades of two or more "C-" and/or "D's" or one "F" results in dismissal/disqualification from the program.

A cumulative average of less than 2.0 in any given semester will result in academic probation. Two sequential semesters of academic probation will result in dismissal from the program. The student must obtain a 2.0 cumulative GPA by the end of the semester immediately following the semester that resulted in probation status in order to remain in the program. If a student's performance in a clinical setting is unsatisfactory or unsafe according to standards of the facility, the college, the accrediting agency, or the state, the student may be suspended or disqualified from the program.

Certain health requirements must be met prior to clinical experience. *(See PTA Program Health Policies for Students.)*

During the clinical phase of the program, students are required to carry malpractice and health insurance through the college or other source, and have current CPR and fire safety certification. Clinical education for the PTA Program is provided at a wide variety of locations. Clinical sites for the fall and spring academic semesters are within commuting distance of the campus. The six week clinical internships in summer are scheduled at facilities which may be more distant. Students can expect that a minimum of one of the three summer affiliations will be located beyond commuting distance from her/his home.

Information on all policies and procedures may be obtained from the PTA Program Director.

PTA Program Health Policies for Students

Physical therapy focuses on prevention and promotion of health. Students admitted to and progressing through the PTA Program are strongly encouraged to engage in health practices which model those they are teaching to patients.

Every student admitted to the PTA Program must provide the following health information. Clinical agencies will not accept a student who has not met all of the following health requirements:

1) past medical history on which the student attests that physical and emotional health allow for full participation in both the clinical and the academic components of the PTA curriculum;
2) physical examination must be completed by a licensed physician, certified nurse practitioner, or physician's assistant. This physical examination is to be completed prior to the beginning of the fall semester. **The MSMC health form must be used;**
3) visual screening;
4) urinalysis;
5) Complete Blood Count;
6) PPD or Mantoux for Tuberculosis screening *(NOT A TINE)*, if PPD/Mantoux is positive then the student must have a chest x-ray;

7) demonstrate immunity through serological testing or be immunized for rubella, rubeola, mumps, hepatitis B, and varicella;
8) current immunizations
    a) polio,
    b) tetanus,
    c) diphtheria;
9) Clinical agencies may have requirements other than those above. In these instances, students will be instructed to obtain the necessary tests/immunizations;
10) if a student's physician would not be able to comply with these health requirements, the physician must submit a written statement to this effect.

A student with a health condition that may pose considerations for safety (i.e., pregnancy, seizure disorder, diabetes, infectious disease, emotional problems, etc.) must immediately notify the Academic Coordinator for Clinical Education so that appropriate modification of clinical assignments may be made. The PTA Program has the responsibility for determining those health issues which may interfere with student progress in the clinical area or with successful completion of the clinical components.

Physical Therapist Assistant Program Curriculum

Option I: Associate of Arts Degree/Physical Therapist Assistant Certificate

Coursework Sequence: For students attending MSMC both years.

Year I

Fall		**Units**	**Hours/ Wk**
ENG 6A	Written Comm. and Analytical Reading	(3)	3
BIO 40A	Human Anatomy + Lab	(4)	6
PSY 1	General Psychology	(3)	3
RST	Religious Studies Elec.	(3)	3
PR 80A	Freshman Orientation	(1)	1
PTH 42	Intro. to PT/Role PTA	(2)	2.75
		(16)	*18.75*

Spring		**Units**	**Hours/ Wk**
ENG 6B	Written Comm. and Analytical Reading	(3)	3
BIO 50B	Human Physiology + Lab	(4)	6
SOC 94	Topics in Aging	(3)	3
PHI	Philosophy Elective	(3)	3
(Recommended PHI 10 Critical Thinking)			
SPR 80B	Freshman Orientation	(1)	1
PTH 41	Functional Procedures	(3)	5
		(17)	*21*

Year II

Fall		Units	Hours/ Wk
GE	General Elective	(3)	3
PTH 43 PT	Procedures I	(3)	5
PTH 44 PT	Procedures 11	(4)	6.5
PTH 48A	Communications I	(1)	2
PTH 49A	Clinical Pathology 1	(2)	2
PTH 52A	Clinical Seminar 1	(1.5)	1.25
		(14.5)	*19.75*

Spring		Units	Hours/ Wk
PTH 45 PT	Procedures III	(3)	5
PTH 46 PT	Procedures IV	(4)	7
PTH 50 PT	Procedures V	(2)	3.5
PTH 48B	Communications II	(1)	2
PTH 49B	Clinical Pathology II	(3)	3
PTH 52B	Clinical Seminar II	(1.5)	1.25
		(14.5)	*21.75*

Summer		Units	Hours/ Wk
PTH 47A	Clinical Internship 1 (6 weeks)	(4)	40
PTH 47B	Clinical Internship II (6 weeks)	(4)	40
PTH 47C	Clinical Internship III (6 weeks)	(4)	40
		(12)	*40*

Students transferring to MSMC for Year II of Option I will not follow the same sequence. Year I will consist of completion of all prerequisite general education courses. Year II will follow the coursework sequence listed below for Option II.

Option II: Physical Therapist Assistant Certificate

Coursework Sequence

Fall		Units	Hours/ Wk
PTH 41	Functional Procedures	(3)	5
PTH 42	Intro. PT/Role PTA	(2)	2.75
PTH 43 PT	Procedures I	(3)	5
PTH 44 PT	Procedures 11	(4)	6.5
PTH 48A	Communications I	(1)	2
PTH 49A	Clinical Pathology 1	(2)	2
PTH 52A	Clinical Seminar 1	(1.5)	1.25
		(16.5)	*24.5*

Spring		**Units**	**Hours/ Wk**
PTH 45 PT	Procedures III	(3)	5
PTH 46 PT	Procedures IV	(4)	7
PTH 50 PT	Procedures V	(2)	3.5
PTH 48B	Communications II	(1)	2
PTH 49B	Clinical Pathology II	(3)	3
PTH 52B	Clinical Seminar II	(1.5)	1.25
		(14.5)	*21.75*

Summer		**Units**	**Hours/ Wk**
PTH 47A	Clinical Internship 1 (6 weeks)	(4)	40
PTH 47B	Clinical Internship II (6 weeks)	(4)	40
PTH 47C	Clinical Internship III (6 weeks)	(4)	40
		(12)	*40*

Physical Therapist Assistant: The A.A. Degree (Option I) and Certificate (Option II)

General Electives: Option I only

The Associate in Arts general education requirements can be met by taking the following required courses:

ENG 6AB	Written Comm. and Analytical Reading	(6)
BIO 40A	Human Anatomy	(4)
BIO 50B	Human Physiology	(4)
PSY 1	General Psychology	(3)
PHI	Philosophy Elective	(3)
(Recommended PHI 10 Critical Thinking)		
RST	Religious Studies Elective	(3)
SOC 94	Topics in Aging	(3)
SPR 80AB	Freshman Orientation	(1, 1)
GE	General Elective (Art, Music, Literature, History, Economics, or Politics)	(3)
Total general education units		**(31)**

One course (3 units) within the general electives requirements must be designated as a Multicultural course to meet MSMC degree requirements. *(See the Associate Degree Requirements)*

Professional Requirements: Options I and II

PTH 41	Functional Procedures	(3)
PTH 42	Introduction to Physical Therapy/ Role of the Physical Therapist Assistant	(2)

PTH 43	Physical Therapy Procedures I/Modalities	(3)
PTH 44	Physical Therapy Procedures II/Therapeutic Exercise	(4)
PTH 45	Physical Therapy Procedures III/ Advanced Modalities	(3)
PTH 46	Physical Therapy Procedures IV/ Neurologic Therapeutic Exercise	(4)
PTH 48A	Communications I	(1)
PTH 48B	Communications II	(1)
PTH 49A	Clinical Pathology I	(2)
PTH 49B	Clinical Pathology II	(3)
PTH 50	Physical Therapy Procedures V	(2)
PTH 52A	Clinical Seminar I	(1.5)
PTH 52B	Clinical Seminar II	(1.5)
PTH 47A	Clinical Internship I	(4)
PTH 47B	Clinical Internship II	(4)
PTH 47C	Clinical Internship III	(4)
Total Professional Units		**(43)**
Total units for graduation Option I/AA Degree		**74**
Total units for completion of Option II/Certificate		**43**

PTH 41 Functional Procedures (3)
Development of skills in the areas of observation, tests and measures; emphasizing goniometry, gross manual muscle testing, kinesiology, functional anatomy, normal posture and gait. 2 hours lecture/3 hours lab. *Prerequisites: PTA declared major Year I of Option I and successful completion of BIO 40A, ENG 6A and PTH 42; admission to Year II of Option I or Option II for transfer students.*

PTH 42 Introduction to Physical Therapy and the Role of the Physical Therapist Assistant (2)
Introduction to physical therapy practice and the role of the physical therapist assistant providing direct patient care. Includes discussion of documentation, the health care system, health care professions, and introductions to ethics and laws related to healthcare. 1.25 hours lecture, 1.5 hours lab. *Prerequisite: PTA declared major Year I of Option I and current enrollment in BIO 40A and ENG 6A; admission to Year II of Option I or Option II for transfer students.*

PTH 43 Physical Therapy Procedures I/Modalities (3)
Basic physics principles relating to use of heat, cold, light and sound. Basic principles and techniques of superficial heat, cryotherapy, ultrasound, infrared, ultraviolet and massage, including physiological/therapeutic effects; indications and contraindications. Sections on taking vital signs, positioning and draping, infection control and chest physical therapy. Procedures are coordinated with course content in PTH 49A. 2 hours lecture/3 hours lab. *Prerequisite: successful completion of PTH 41 and 42 and admission to Year II of Option I for MSMC students; admission to Year II of Option I or Option II for transfer students.*

PTH 44 Physical Therapy Procedures II/ herapeutic Exercise (4)
Basic therapeutic exercise principles and procedures for all age groups. Includes: body mechanics, patient mobility and transfer techniques, range of motion, progressive exercise techniques with and without the use of equipment, basic gait training, and wheelchair management. Emphasis on orthopedic, cardiopulmonary and general medical conditions in coordination with course content in PTH 49A. 2.5 hours lecture/4 hours lab. *Prerequisites: successful completion of PTH 41 and 42 and admission to Year II of Option I for MSMC students; admission to Year II of Option I or Option II for transfer students.*

PTH 45 Physical Therapy Procedures III/ dvanced Modalities (3)
Basic principles and techniques of hydrotherapy, traction, intermittent compression and electrical currents, including

physiological/therapeutic effects, indications and contraindications. Procedures are correlated with clinical pathology for wounds, burns and neuromuscular conditions in coordination with course content in PTH 49B. 2 hours lecture/3 hours lab. *Prerequisite: successful completion of all prior PTA courses.*

PTH 46 Physical Therapy Procedures IV/Neurologic Therapeutic Exercise (4)
Therapeutic exercise with emphasis on pediatric and adult neurologic conditions. Includes: motor control theories, development sequence, facilitation/inhibition techniques, and gait observation and training with neurologic patients. Environmental and equipment issues are addressed. 3 hours lecture/4 hour lab. *Prerequisite: successful completion of all prior PTA courses.*

PTH 48A Communications I (1)
Basic principles of communication with others. Patient interviewing skills and elements of patient/therapist relationships (such as distancing and closeness), cultural diversity, sexuality, ethics and values. 2 hours lab. *Prerequisite: successful completion of PTH 41 and 42 and admission to Year II of Option I for MSMC students; admission to Year II of Option I or Option II for transfer students.*

PTH 48B Communications II (1)
Continuation of PTH 48A. Emphasis on role of PT/PTA as member of health care team. Team communication skills. Professional effectiveness training, including assertiveness, support networks and coping skills; 2 hour lab. *Prerequisite: successful completion of all prior PTA courses.*

PTH 49A Clinical Pathology I (2)
Study of disease process across the age span with emphasis on pathology of musculoskeletal and cardiopulmonary systems, and general medical disease processes. 2 hours lecture. *Prerequisites: successful completion of PTH 41 and 42 and admission to Year II of Option I for MSMC students; admission to Year II of Option I or Option II for transfer students.*

PTH 49B Clinical Pathology II (3)
Study of disease processes across the age span with emphasis on wounds, burns, oncology, aging, and neurological and female systems. Includes sections on pharmacology and physical therapy. 3 hours lecture. *Prerequisite: successful completion of all prior PTA courses.*

PTH 50 Physical Therapy Procedures V (2)
This course is divided into 2 modules. The first portion of the semester will cover basic principles of prosthetics and orthotics; gait observation and training with prosthetics/orthotics; treatment of oncologic and female diseases/disorders. The second portion of the semester will cover issues such as personnel management, quality assurance, reimbursement issues, and in-depth discussions of ethics and the law as it relates to physical therapy. 1.5 hours lecture/2 hours lab. *Prerequisite: successful completion of all prior PTA courses.*

PTH 52A Clinical Seminar I (1.5)
Seminar course which meets once a week throughout the semester to discuss application of clinical skills learned in PTH 41, 42, 43 and 44. Students will also be assigned to a clinic for 1 week for 40 hours during the semester to practice clinical skills learned in courses noted above under the direct guidance and supervision of a qualified physical therapist/physical therapist assistant. 1.25 hour seminar discussions/40 hours clinic lab for 1 week. *Prerequisites: successful completion of PTH 41 and 42 and admission to Year II of Option I for MSMC students; admission to Year II of Option I or Option II for transfer students.*

PTH 52B Clinical Seminar II (1.5)
Seminar course which meets once a week throughout the semester to discuss application of clinical skills learned in PTH 41, 42, 43, 44, 45, 46 and 50. Student will also be assigned to a clinic for 1 week for 40 hours during the week of Spring Break to practice clinical skills learned in courses noted above under the direct guidance and supervision of a qualified physical therapist/physical therapist assistant. 1.25 hour seminar discussions/40 hours clinic lab for 1 week. *Prerequisite: successful completion of all prior PTA courses.*

PTH 47A Clinical Internship I (4)
A 6-week clinical experience during the summer following the second semester of

professional coursework. The affiliation experience is under the guidance and supervision of qualified physical therapists/ physical therapist assistants. Learning experiences will provide the student with an opportunity to identify and assume her/his role on the health care team and to apply the holistic approach to patient care. 240 hours. *Prerequisite: successful completion of previous PTA courses; 2.0 cumulative GPA in PTA courses.*

PTH 47B Clinical Internship II (4)
Continuation of PTH 47A. A second 6-week clinical experience. 240 hours. *Prerequisite: successful completion of previous PTA courses; 2.0 cumulative GPA in PTA courses.*

PTH 47C Clinical Internship III (4)
Continuation of PTH 47A and B. Third 6-week clinical experience. 240 hours. *Prerequisite: successful completion of previous PTA courses; 2.0 cumulative GPA in PTA courses.*

PTH 99 Independent Study (1-3)
Study in a field of special interest under the direction of a PTA Program primary faculty member. Open to Year I, Option I students. *(Prerequisite: Consent of the Program Director)*

THE MASTER OF PHYSICAL THERAPY DEGREE

This post-baccalaureate degree program offers professional education based on a foundation of liberal arts and sciences. It is a twenty-seven month program of academic rigor requiring full time study throughout the curriculum. Concentration on the basic and clinical sciences is integrated with physical therapy evaluation and treatment/management principles and procedures.

The total educational experience of the student involves life long learning and the physical therapy curriculum facilitates this attitude throughout the student's acquisition of knowledge, and development of intellectual skills, cognitive abilities, and practice competencies. The program design provides early integration of clinical experiences that foster maximum development of the student's clinical thought processes, and provide opportunities for mastery of the personal and skill-based competencies requisite for entry level practice.

The Physical Therapy Department is committed to providing an education that enables graduates to be generalist practitioners of the highest quality. The learning environment nurtures students to become skilled practitioners, critical thinking problem solvers, able communicators and adept teachers. Students experience and discover the person and service oriented aspects of health care including:

- an understanding of the holistic nature of health, integrating body, mind, spirit and emotion
- an understanding of human beings and their inherent dignity, and their diverse cultures and ethnicity
- a respect for the role of compassion and communication in health and healing
- a respect for the role of mutual trust and responsibility in patient relationships
- an ethical basis for decision making

As integral members of the health care team, graduates impart their knowledge and skills through competent and compassionate patient care, enlightened education, scholarly activity and research, and quality consultation.

The program is accredited by the Commission on Accreditation in Physical Therapy Education, the official accrediting body for Physical Therapy Education Programs. Upon successful completion of all clinical and academic requirements, the degree of Master of Physical Therapy is awarded. Graduates are eligible for licensure in all fifty states, the District of Columbia and Puerto Rico.

Admission Requirements:

* Cumulative Grade Point Average (for the last 30 units of study) of 3.0 on a 4.0 scale

* Science Grade Point Average for all science courses of 3.0 on a 4.0 scale

* Composite Score of 1000 on the Graduate Record Examination. Minimum of 500 on verbal and quantitative components.

* Knowledge of the profession attained preferably by paid or volunteer clinical experience, preferably in the hospital setting

- Demonstration of satisfactory written and oral communication skill (essay and interview)
- Completion of all prerequisites by the end of the Spring semester of the year of intended enrollment (a maximum of three prerequisites may be outstanding at the time of application)
- For applicants whose first language is other than English, a TOEFL score of at least 550.
- Acceptable recommendations: one from an academician with direct knowledge of the applicant's academic ability; one from a physical therapist who can address the applicant's clinical potential and communication skills; and one from an individual who can address the applicant's problem solving skills
- Submission of completed application with all official transcripts, recommendation forms, Graduate Record Examination results, and the $75.00 application fee. Admission decisions for fall begin the previous October. For guaranteed consideration, documents must be received by January 15.

Prerequisite Coursework

To be acceptable, prerequisite courses must be similar in unit value to those offered by Mount St. Mary's College and letter grades of C or higher are required. All prerequisite courses must be taken on a graded basis. All science courses must have laboratories. The requirements presented are on the semester system. If the applicant has attended an institution which is on the quarter system, it must be recognized that three quarter units are equivalent to two semester units.

Prerequisite science courses must have been taken within the last ten (10) years at an accredited college or university in the United States. Introductory courses are not accepted for credit toward prerequisite course work.

All applicants must show evidence of satisfactory completion of the following courses:

Biology (General) 2 semesters (8 units)
Upper division Biology (Cell Physiology recommended) (3 units)
Chemistry: 2 semesters (8 units)
Communication: 1 semester written (3 units), 1 semester speech (3 units)
Human Anatomy: 1 semester (4 units)
Human Physiology: 1 semester (4 units)
Physics: 2 semesters (8 units)
Psychology: 3 semesters (9 units): general, developmental, elective
Statistics: 1 semester (3 units)

Recommended (not required):

Computer Science/Literacy
Critical Thinking
Ethics
Gerontology
Kinesiology
Motor Learning/Development

Applications must be submitted directly to the Department of Physical Therapy and postmarked by or before January 15th of the year of intended enrollment. Applications will be processed only when application fee is paid and all transcripts, GRE scores, and letter of recommendation forms are received. Incomplete applications will not be considered for admission. MSMC graduates will be the first applicants reviewed and will be selected first, if they meet all the criteria.

The Physical Therapy Admissions Committee retains discretionary authority in the application of all the criteria for admission and their decision is final. Applicants will be notified of their status no later than May lst.

Applicants for admission are considered on the basis of the qualifications of each student without regard for race, religion, sex, age, national or state origin. Individuals who have received their baccalaureate degree outside of the United States must have their credentials and transcripts evaluated by a recognized credential evaluation agency before the application for admission to the MPT degree program will be considered.

The Department of Physical Therapy is located on the Chalon campus at 12001 Chalon Road, Los Angeles, CA. 90049. Clinical facilities are utilized throughout California and the United States.

Financial Arrangements

Students are responsible for the financing of their education. Information and assistance is available and should be directly requested from the Financial Aid Office on the Chalon Campus.

For the tuition expenses for the MPT program see the tuition expense section at the beginning of this catalog.

Requirements for the Professional Program

The Master of Physical Therapy program offers the student an entry level professional degree. As such, to remain in the program, the student must achieve grades of "C" or higher in all physical therapy course work. A grade point average of 2.5 is required in each semester for continuation in the program. The letter grade of "C-" in one course results in suspension from the program until the course is repeated and a letter grade of C or higher is achieved. One repeat of a course is permitted. Letter grades of two or more "C-'s" or "D's" or one F results in dismissal/disqualification from the program. The student must receive credit (CR) for each clinical affiliation. A student may not be advanced to the next component of the curriculum until a grade of CR is attained. More than one failed clinical affiliation results in dismissal from the program.

A cumulative average of less than 2.5 in any given semester will result in academic probation. Two sequential semesters of academic probation will result in dismissal from the program. In order to remain in the program, the student must obtain a 2.5 cumulative GPA by the end of the academic semester immediately following the semester that resulted in probation status.

If student performance in a clinical setting is deemed unsatisfactory or unsafe according to the standards of the facility, the college, the accrediting agency, or the state, the student may be suspended or disqualified from the program.

Before enrollment and at the beginning of the second and third years, students must submit written evidence of a chest x-ray, current immunization and a physical examination.

Students are responsible for their own uniforms, housing, and transportation during clinical affiliations. During all clinical aspects of the program, students are required to carry health insurance and malpractice insurance.

MPT Curriculum: Design

The first semester of the program emphasizes normal structure and function and the fundamentals of the profession and health care system. The second semester is devoted to musculoskeletal dysfunction, and the next academic semester concentrates on neurological dysfunction. Incorporated within these second and third academic semesters are two weeks of full time clinical practicum, designed to provide students with direct experiences of classroom learning, and to foster the development of clinical problem solving skills. The second and third academic semesters are each followed by six week clinical affiliations that allow the student to experientially incorporate learning and skills from the prior semester. During these affiliation semesters, students also have unstructured time which may be used to complete research, or to work and gain more clinical experience. The final academic semester culminates with an emphasis on cardiopulmonary dysfunction, and is followed by a final clinical internship of three months duration. In December, two years following initial enrollment, the program culminates with a return to the campus for an assessment workshop, the Research Forum, and the Masters hooding ceremony.

MPT Curriculum: Course Descriptions

PTH 201AB Gross Anatomy (5,4)
The first semester of a two semester course devoted to the study of the regional gross structure of the human body. The emphasis is on the function of the neuromusculoskeletal system. Therefore, traditional kinesiology and introductory biomechanics are studied along with regional gross structure. The student is introduced to clinical problem identification through discussion of the anatomical and biomechanical bases for somatic dysfunction. Cadaver dissection is augmented by lecture, discussion, and patient problems. Emphasis on Lower extremity and trunk. [3 hours lecture, 7 hours lab]
PTH 201B is a continuation of the regional gross structure of the human body. Emphasis is on upper extremity, head, and neck. [2 hours lecture, 7 hours lab]

PTH 202 Human Life Sequences (3)
This course examines normal growth and development. All aspects of development are considered including, biological, cognitive, emotional, moral, social, and spiritual. The emphasis of the course is across the age span from conception to death. [3 hours lecture]

PTH 203 Physical Therapy Procedures (2)
Introduction to principles of patient care, evaluation and management that uses principles of hypothesis generation and critical thinking. Specific evaluation skills include history taking, observation, posture and balance assessment, gait observation, manual muscle testing, and goniometry of the lower extremity, and pain assessment. Also included are principles of acute care patient management including body mechanics, patient positioning and draping, bed mobility and transfers and gait training and prescription and measurement of assistive devices. Also includes ADA considerations, wheelchair prescription and introduction to motor control. [1 hour lecture, 3 hours lab]

PTH 204 Introduction to Physical Therapy (1)
The history and current structure of the health care delivery system in the United States is presented as well as a brief history of the physical therapy profession, and the American Physical Therapy Association. Roles of the physical therapists and the assistant are discussed, as well as supervisory relationships within ethical and legal framework. Current issues facing the profession are discussed, including the future of physical therapy. [1 hour lecture]

PTH 205 Ethics and Law in Physical Therapy (2)
Exploration of ethical and legal considerations in health care with major focus on physical therapy practice. [2 hours lecture]

PTH 206 Education Seminar in Physical Therapy (2)
Principles of education applied to clinical practice and focused on student experiences in developing materials and presentations for patient education, staff development (in-service) and clinical education programs. Included are principles of teaching, and learning, instructional design and evaluation. Specific emphasis on documentation in patient care as preparation of the student for future clinical education experiences. [2 hours lecture]

PTH 207 ABCD Interpersonal and Interprofessional Relationships (.5,.5,.5,.5)
Interpersonal and interprofessional relationships serve as the framework for exploring the dynamics of human communication. Both the art and science of physical therapy are practiced within the context of the environment created through communication. This laboratory/workshop course occurs in four segments over the four academic semesters and is an experiential opportunity for the student to develop, practice and apply techniques and principles of all phases of effective communication. [2 hours lab]

PTH 210A Pathology and Medical Science Orthopaedics (2)
Study of the general principles of cellular and tissue pathology and the inflammation process. Following a general introduction, the content of the course focuses on orthopaedic pathologies, blood borne pathogens and metabolic diseases. Emphasis is on disease entities and disorders commonly encountered by physical therapists. [2 hours lecture]

PTH 210B Pathology and Medical Science Neurology (2)
Study of pathology, diagnosis and prognosis of clinical disorders of the peripheral and central nervous systems. Emphasis is on the sensorimotor sequelae of disease or injury. The course material is integrated with neuroanatomical/neurophysiological concepts and principles as taught in PTH 221 (Neuroscience) and PTH 222 and PTH 223 (Assessment and Management of Neurological Dysfunction). [2 hours lecture]

PTH 210C Pathology and Medical Science-Cardiopulmonary (1)
Study of pathology, diagnosis and prognosis of general medical conditions, cardiovascular and pulmonary diseases and courses. [1 hour lecture]

PTH 211 Orthopedic Patient Management I (3)
A lecture/laboratory course in evaluation techniques for musculoskeletal dysfunction presented by regions of the body. Includes assessment procedures and problem solving in the evaluation of physiological range of motion and strength of the trunk and upper extremities, including goniometry and manual muscle testing. Also includes continued and more in depth assessment and problem solving in postural dysfunction, ergonomics and work retraining, and assessment of joint integrity as well as special diagnostic tests. Principles of therapeutic exercise and motor control are utilized along with the assessment procedures learned in order to apply clinical reasoning to effectively prescribe therapeutic exercise programs. PNF principles and practice for the trunk, upper and lower extremities is included, as is exercise specific to scoliosis, pelvic floor dysfunction and for pregnant populations. A continuation of practice in gait analysis for the orthopaedic population is also included. Establishment of treatment programs including appropriate documentation of all components of therapeutic intervention is practiced. Course is closely integrated with PTH 212 in order to provide a thorough and unified approach to evaluation and

management of orthopedic disorders. [1.5 hours lecture, 5 hours lab]

PTH 212 Orthopedic Patient Management II (3)
A lecture/laboratory course closely integrated with PTH 211 in order to provide a thorough and unified approach to evaluation and management of orthopaedic dysfunction. Concepts in clinical reasoning and differential diagnosis are developed in detail, and used as the framework for applying principles of subjective and physical examination. Students are introduced to manual therapy as a form of assessment and treatment, and apply concepts learned throughout the curriculum in the development of sound management decisions. Differential diagnosis is emphasized and students are instructed in performance of diagnostic and treatment procedures for contractile, inert and neural tissue dysfunction. Establishing functional goals and justification for patient management decisions is emphasized. Course employs extensive use of case studies in application and practice of course content. [2 hours lecture, 3 hours lab]

PTH 214 Therapeutic Modalities (3)
A combination of lecture and laboratory designed to prepare students to safely, legally, ethically and appropriately apply heat, cold, light, sound, water and mechanical traction, mechanical compression, massage and soft tissue mobilization in the management of pain and physical dysfunction. Lecture content and interactive case studies are designed to assist the student in applying concepts of clinical reasoning, stages of tissue healing and pain mechanisms while making management decisions in the appropriate use of these procedures. The course also includes an introduction to the basic principles of taping and wrapping, wound care and dressing, and womens' health issues specific to soft tissue mobilization with lymphedema in the post-mastectomy patient. [2 hours lecture, 3 hours lab]

PTH 215A Research Methods (1)
Introduction to the philosophy and principles of scientific methods of inquiry used in research and problem solving. Includes identification of problems, construction of hypotheses, and initial development of research question and proposal.

PTH 215B Research Methods (1)
A directed study in which the student applies the principles learned in 215A. This independent study course is concerned with the research design, methodology and data collection components of the research endeavor.

PTH 220A Clinical Affiliation I (5)
This clinical experience integrates academic knowledge and skills developed during the first two semesters of the curriculum with the development of comprehensive clinical skills. Opportunities for supervised clinical practice with clients having musculoskeletal dysfunction are provided. [8 weeks/40 hours per week, 2 weeks occur within semester II]

PTH 220B Clinical Affiliation II (5)
This clinical experience further integrates academic and clinical knowledge and skills developed during the previous semesters with the development of comprehensive clinical skills. Opportunities for supervised clinical practice with clients having orthopaedic and/or neurological dysfunction are provided. [8 weeks/40 hours per week, 2 weeks occur within semester III]

PTH 220C Clinical Affiliation III (8)
This clinical experience further integrates academic and clinical knowledge developed during the entire professional program with the development of comprehensive clinical skills. Opportunities for supervised clinical practice and comprehensive patient care management in general or specialized settings are provided. [12 weeks, 40 hours per week]

PTH 220D Clinical Affiliation - IV (Special) (Variable)
This clinical experience is utilized only to repeat a clinical experience (PTH 220A, B, or C) in which the student received a grade of "No Credit". May be utilized one time only.

PTH 221 Neurosciences (4)
A lecture course devoted to an in-depth study of the structure and function of the human nervous system. Normal structure and function are discussed as a foundation to understanding dysfunction. Topics are sequenced so that the student can integrate this course content with the content of the other semester courses on nervous system structure, function, dysfunction,

evaluation and treatment. (PTH 210B, 222, 223) [4 hours lecture]

PTH 222 Assessment of Neurological Dysfunction (2)
Evaluation of neurological dysfunctions in relation to the foundations of and mechanisms for normal human movement. Course includes central and peripheral nervous system dysfunction. Course is closely coordinated with neuroanatomical and neurophysiological concepts and principles taught in PTH 221 (Neuroscience) and integrated with clinical pathologies of the nervous system taught in PTH 210B (Pathology II), and with PTH 223 course content. [1 hour lecture, 3 hours lab]

PTH 223 Applied Movement Science (4)
Observational movement analysis, in conjunction with motor control and motor learning theory are used in the treatment planning and implementation of patient care procedures. Course requires students to integrate their knowledge of anatomy/biomechanics, interpersonal, manual, and clinical reasoning skills learned in the first year of the curriculum and apply them to the neurologically involved patient population. Course is closely coordinated with PTH 221 (Neuroscience), PTH 210B (Pathology II), and with PTH 222 (Assessment of Neurological Dysfunction) [2 hours lecture, 6 hours lab]

PTH 224 Electrotherapy (2)
A lecture/laboratory course devoted to the therapeutic effects of electrical current on human physiology. Principles and procedures of electrotherapy and electrodiagnosis are discussed, with an emphasis on neuromuscular electrical stimulation and transcutaneous electrical nerve stimulation. [1 hour lecture, 3 hours lab]

PTH 230 Exercise Physiology (2)
Muscle, nerve and cardiorespiratory physiology as these relate to exercise performance, deconditioning and rehabilitation in disorders of the neuromuscular, cardiovascular, pulmonary, and endocrine systems. [2 hours lecture]

PTH 231 Assessment of Cardiopulmonary/General Medicine Dysfunction (2)
Detailed evaluation skills for the physical therapist treating the cardiac patient and the pulmonary patient and other critically ill patients. [1 hour lecture, 2 hours lab]

PTH 232 Management of Cardiopulmonary/General Medicine Dysfunction (3)
Treatment planning and implementation of therapeutic procedures for cardiac and pulmonary patients and other critically ill patients. Includes primary and secondary preventive measures and rehabilitation concepts. [2 hours lecture, 3 hours lab]

PTH 233 Management of Physical Therapy Services (3)
An introduction of the management, business and leadership concepts and strategies utilized in present health care organizations. The course provides an in-depth explanation of current methods for organizing, designing and delivering high-quality, cost-effective healthcare services. Also identified are methods by which physical therapy practices can relate to their internal and external environments while meeting the healthcare delivery challenges of today. [3 hours lecture]

PTH 234 Prosthetics/Orthotics (2)
Introduction to the principles and uses of prosthetics and orthotics, biomechanical and kinesiological principles utilized in the fitting, construction, and use of these external devices. Gait analysis and training for this patient population. [2 hours lecture]

PTH 235 Assessment and Management of Geriatric Dysfunction (1.5)
A survey of the special needs and concerns of the elderly, focusing on physical, psychological, and socioeconomic changes. After identification of client needs, appropriate intervention strategies are identified. [1 hour lecture, 2 hours lab]

PTH 236 Assessment and Management of Pediatric Dysfunction (1.5)
A lecture/laboratory course to introduce the principles of identification, detailed evaluation and management of the pediatric patient. [1 hour lecture, 2 hours lab]

OPTION: Must Select ONE

PTH 240AB Advanced Physical Therapy Techniques (3,3)
A. *Orthopedic:* A lecture/laboratory class designed to assist the student in the application, integration, and expansion of concepts and skills acquired previously within the curriculum. The concepts included within the Australian approach to manual therapy are integrated with concepts of motor control development, functional movement analysis and therapeutic exercise in order to assist the student in development of a broad, functionally based approach to patient assessment and management. The principles of clinical reasoning will be strongly emphasized throughout the course content, and an extensive use of case studies will be included. [2 hours lecture, 4 hours lab]

B. *Neurological:* A lecture/laboratory course covering detailed evaluation and management of the neurological patient. Building on prior learning, assessment and treatment techniques and strategies, documentation, and problem solving methods are explored and practiced. [2 hours lecture, 4 hours lab]

PTH 298AB Independent Study (1-4)
The initiation or continuation of a project under departmental faculty direction. Work should culminate in a research paper, report or successful completion of oral and/or written examinations.

PTH 299AB Directed Research (1,1)
An independent study course concentrating on the data collection component, and the writing and finalization of the research endeavor. Hours are arranged between the student and the research advisor.

Physics

Departmental Affiliation: Physical Sciences and Mathematics

PHY 1A Introductory Physics IA (4)
Lecture, three hours; discussion, one hour. An algebra-based physics course covering statics, dynamics, and an introduction to electricity. *Prerequisite: Two years of high school mathematics and a satisfactory performance on the Mathematics Placement Examination or completion of MTH 1 with a grade of C- or better.* **GS-IIID**

PHY 1B Introductory Physics IB (3)
Lecture, three hours. Continuation of PHY 1A: electricity, magnetism, optics, and an introduction to modern physics. *Prerequisite: C- or better in PHY 1A.*

PHY 1BL Introductory Physics Laboratory (1)
Experiments in mechanics, electric fields, circuits, optics, radioactivity. Emphasis is placed on quantitative analysis of data. *Prerequisite: Grade of C- or better in PHY 1A (or PHY 11A) and concurrent enrollment in PHY 1B (or PHY 11B) or completion of PHY 1B (or 11B) with a grade of C- or better.*

PHY 5 Selected Topics in Physics (1-3)
Prerequisite: Consent of the Department. **GS-II, IIID**

PHY 11A Mechanics (4)
Lecture, three hours; discussion, one hour. A calculus-based physics course covering the statics and dynamics of particles, gravitation, potentials and fields, and fluid mechanics. *Prerequisite: A calculus course, concurrent enrollment in MTH 5A, or consent of instructor.*

PHY 11B Electricity, Magnetism, and Optics (3)
Lecture, three hours. A calculus-based physics course covering electric and magnetic fields, circuit theory, and optics. *Prerequisite: PHY 11A or consent of instructor.*

Political Science

Department Affiliation: History and Political Science

The student who is majoring in political science investigates political theory, institutions, international relations, comparative politics, public administration and public law as they relate to historical developments and to the political world as it is now. A maximum choice is allowed so that the major can be designed according to the dominant interests of the student.

Courses Required for a B.A. Degree in Political Science

Lower Division:

POL 2	Comparative Government	(3)
POL 10	Political Concepts	(3)

Upper Division:

	Ten upper division courses in political science	(30)

Total units in political science: 36

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

The Minor in Political Science

A minimum of six courses in political science including POL 10 and four upper division courses approved by the department chairperson. To declare a minor in Political Science a student must take at least 5 approved courses from Mount St. Mary's College.

POL 1 American Government and Institutions (3)
An introduction to the principles and problems of government, with particular emphasis on the formation and development of the national and state administrative, legislative, and judicial systems and processes. **GS-IIIG**

POL 2 Comparative Government (3)
An investigation of the concepts and techniques which enable the student to compare divergent political systems, focusing upon both traditional and innovative concepts such as power, ideology, decision making, elitism, and the structural-functional approach. Particular attention is devoted to political systems. See HIS 26. **GS-IIIC, IIIF,VI**

POL 5 Business Law (3)
An introduction to the development of legal principles for business activity, as found in common law, statutory laws, and the Uniform Commercial Code. Use of case studies for practical applications. Also see BUS 5.

POL 10 Political Concepts (3)
The aim of this course is to acquaint students with the scope and techniques of political science by relating major concepts in political theory to current problems and issues. Emphasis on relating traditional concepts to the application of wisdom and judgment to contemporary political problems. **GS- IIIF**

POL 93ABCD Selected Problems and Projects in Political Science (1-3)
Subject announced in term schedule. May be taken for upper division credit. See POL 193.

POL 101 Research Methodology (3)
Examination of modern research and writing methods emphasizing needed skills in conduction political science research and preparing research papers; working with statistical data bases using libraries and archives, and evaluating, citing, and presenting evidence. See HIS 101

POL 103 Legal Reasoning (3)
Examination of the methodologies of legal reasoning. Studies rationales and insights to be gained from approaching problems with a leagal emphasis. A major research paper is required. Restricted to juniors and seniors with a Pre-Law Minor.

POL 105 Advanced Business Law (3)
Upper level study of business law. Applications to areas of agency, partnerships, corporate law, sales security transactions, and insurance. Also see BUS 106.

POL 106 Real Estate Law (3)
Business and legal aspects. Estates in land, purchase and sales contract, conveyances, mortgage and trust deed transactions, property taxes, landlord and tenant, wills and inheritance. *Prerequisite: BUS 5. Also see BUS 171.*

POL 107 Criminal Law (3)
An examination of the elements of the criminal law with emphasis on crimes against the person as well as crimes against property. The standard defenses will also be considered.

POL 108 American Constitutional Law (3)
See HIS 179. Consent of instructor necessary for non-majors and non-minors. **GS-II, IIIC, IIIG**

POL 109 Individual Rights (3)
Emphasis on the Bill of Rights as applied to both federal and state jurisdictions. Also includes examination of both substantive and procedural due process. See HIS 180. **GS-II, IIIC, IIIG**

POL 116 Democracy and Democratic Theory (3)
A critical examination of the major theorists of democracy in the twentieth century and preconditions of democratic government and society; in particular, insights derived from psychology and sociology are utilized. Consent of instructor necessary for non-majors and non-minors.

POL 117AB History of Political Theory (3,3)
An examination of the major theorists of political theory from antiquity to the middle of the nineteenth century. Special emphasis will be placed on the writings of such seminal figures as Plato, Aristotle, Machiavelli, Hobbes, Locke and Rousseau. (See HIS 115 AB) **GS-IIIC**

POL 119 Concepts in Political Theory (3)
Selected concepts to be dealt with in depth. Specific concepts noted in term schedule.

POL 125 Foreign Relations of the United States (3)
See HIS 178. **GS-IIIG**

POL 131 International Relations (3)
A general survey of the institutions, considerations, and ideologies involved in the formation and execution of foreign policy within a world context. Special attention is placed upon international agencies, including the United Nations. May be taken for lower division credit. **GS-IIIG**

POL 134 International Organization (1-5)
An examination of the origins, structure, and practices of international agencies with special attention to the United Nations. **GS-IB, IIIG**

POL 135 Selected Problems in International Organization (1 unit Fall Semester, 2 units Spring Semester; maximum 5 units)
Particular emphasis is placed on the role of international organizations and the maintenance of world peace. May be taken for lower division credit. **GS-IB, IIIG**

POL 138 International Law (3)
The study of the development of international law through the primary sources.

Special emphasis will be placed on the development of international law under the aegis of international organizations.

POL 152A Advanced Studies in the History of Modern Japan (3)
An examination of the rapid transition of the feudal Japan of the Shogun to the modern technological state. This course will probe the events that brought changes in government, family, religion, education, industry, and foreign relations from 1600 to 1952. (See HIS 151.) **GS-IIIC**

POL 152B Advanced Studies in the History of Modern China (3)
An emphasis on the development of Modern China through a biographical approach. Personalities such as the Empress Dowager, Sun Yat-sen, Mao Tse Tung, and others will provide insights into the evolution of the Chinese State. (See HIS 152.) **GS-IIIC**

POL 152C Advanced Studies in the History of Modern India (3)
See HIS 153

POL 170 American Party Politics (3)
The development, organization, and character of the American party system.

POL 171/171H Presidents and Personality (3)
An attempt to illuminate and characterize the contributions of American presidents to American politics by an examination of the writings of psycho-historians and others emphasizing psychological insights. Open only to students admitted to the Honors Program, or with consent of instructor. **GS-IIIG**

POL 175AB Selected Topics in the American Political Structure (3,3)
Specific area will be announced in the term schedules. Consent of instructor necessary for non-majors and non-minors. **GS-IIIG**

POL 176 Public Policy (3)
This course considers major public issues in American politics within a framework that emphasizes analysis, social configurations, and resolution of conflicts. The particular issue will be announced in the schedule of classes for the appropriate term.

POL 178 Sacramento Legislative Seminar (1)
A interactive conference with student delegations from other California colleges and universities in the state capitol. Includes presentations and panel discussions by legislators, lobbyists, and journalists. Normally concurrent with POL 176, but may be taken separately by approval of the instructor. May not be repeated.

POL 179 California Politics (3)
See HIS 188. **GS-IIIG**

POL 180 State and Local Government (3)
A study of state political systems, including their administrative and local sub-systems; intergovernmental relationships; policy outputs. Consent of instructor necessary for non-majors and non-minors. **GS-IIIG**

POL 185 Public Personnel Administration (3)
The process of formulating and administering public personnel policies; concepts and principles utilized in selected governmental personnel systems. Special emphasis on collective bargaining in public employment.

POL 186 Introduction to Public Administration (3)
The executive function in government; principles of administrative organization, personnel management, financial administration, administrative law, and problems and trends in government as a career. **GS-II**

POL 187 Organizational Theory and Governmental Management (3)
Organizational structure, human factors in organization, dynamics of organizational change, internal adaptability to external environment; problems, limitations, and trends in governmental organization and management.

POL 188 Administrative Law (3)
Introduction to administrative law and its impact on the American political and bureaucratic landscape. Regulatory agencies, procedural due process and their interface with vested and individual rights are the

focal point for discussion on constitutional and legal precedents in a case study context.

POL 191 Internship in Government Service (3)
Students in the public administration program serve as interns working in government offices in the Los Angeles area.

POL 192 Plays and Politics (3)
A study of selected plays from antiquity to contemporary times in which the insights of the playwright and the conclusions of the political scientist are interrelated. A multidimensional and interdisciplinary approach is utilized. May be taken for lower division credit. **GS-IIIG, VI**

POL 193ABCD Selected Topics and Projects in Political Science (3)
Subject announced in term schedule. May be taken for lower division credit.

POL 196H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

Pre-Health Science Program

A.A. Degree

The Pre-Health Science Program is designed for students who wish to pursue studies which prepare them for a health related profession. The Pre-Health Science Program provides the student with the opportunity to take general studies requirements and preparatory courses for programs in Nursing, Physical Therapy, Optometry, Medical Technology, or Pre-Med. It also gives the student the opportunity to consider career alternatives. Acceptance into the Health Science Programs is dependent on attaining the required GPA and fulfilling the specific requirements of each program. Students completing the Pre-Health Science requirements receive an Associate in Arts degree.

Requirements:

First Year

PSY 1	General Psychology	(3)
BIO 5	Life Science (Biology)	(3)
PHS 1	Scientific Concepts (or transferable chemistry course)	(3)
SPR 70 or 71X	Careers in Health or Intro to Nursing	(1)
SPE 10	Speech	(2)

Second Year

BIO 40A/1A	Human Anatomy/ Biological Dynamics	(4) (4)
BIO 50B/1B	Human Physiology/ Biological Dynamics	(4) (4)
PHI 21 or RST 41	Moral Values or Intro to Christian Ethics	(3)

Allied Health Emphasis

BIO 3	General Microbiology (Nursing)	(4)
PSY 12	Developmental Psychology	(3)
SOC 5	Sociological Perspectives	(3)

Plus meet all the requirements for the A.A. degree.

Students must earn a grade of "C-" or better in all required courses. Students interested in transferring to a baccalaureate program must earn a 2.0 "C" or better in prerequisite courses. Please consult the department listings for specific prerequisites.

All courses of the Pre-Health Science Program are described in the listings of the respective departments. In order to continue in the Pre-Health Science Program, students must maintain a cumulative GPA of 2.0.

The Pre-Law Minor

Department Affiliation: History and Political Science

An undergraduate major in either the social sciences or the humanities is the preferred preparation for legal study. The pre law Minor is designed to supplement the study in the major program with additional emphases on analytic and expository skills requisite to the study of law. Early identification of an interest in law enables the student to approach the rigorous demands of both legal study and that of the legal profession more efficiently and effectively. It is essential that the student and the Director of the Pre Law Minor collaborate in the process of selecting elective courses within the minor that will best prepare the individual student.

The Minor requires a minimum of six upper division courses (18 units) including POL 103, Legal Reasoning. The additional five courses must be approved in advance in advisement with the Director or the Pre Law Minor.

Pre-requisites:

POL 10	Political Concepts	(3)
PHI 10	Critical Thinking	(3)
BUS 5	Business Law	(3)
BUS 15A	Accounting Principles I	(3)

Requirements: Six upper division classes: 18 units

POL 103	Legal Reasoning	(3)
POL 108	Constitutional Law OR	(3)
POL 109	Individual Rights	(3)
BUS 106	Business Law OR	(3)
BUS 171	Real Estate Law	(3)

Three other upper division courses in the social sciences and/or humanities must also be approved in advance from a list published by the Director of the Pre Law Minor at the beginning of each advisement period. Note that the student may not count more than 9 upper division units toward the minor in classes specifically directed toward the law (e.g., Business Law, Constitutional Law, etc.)

Students complete requirements in their majors, general studies requirements, and electives totaling 124 semester units.

Psychology

Contemporary psychology is an empirical science actively pursuing both basic research and applications in school settings, the workplace, and the treatment of personal problems in private life. The curriculum for the psychology major accordingly consists of courses critically examining the basic theories, findings, and applications of psychological research. Training is geared toward preparing students for later advanced studies. In addition to the major, the College offers a minor in psychology, a certificate of specialization in counseling individuals with visual impairments, and a master of science in counseling psychology, with specializations in Marriage and Family Therapy (MFT) and Human Services Personnel Counseling (HSPC).

Core Program Requirements for Psychology Majors

All psychology majors are required to take the following lower division core courses.

PSY 1*	Introduction to Psychology	(3)
BIO 5	Life Science (GS-II, IIID) or another course in biology, anatomy, physiology, or chemistry approved by the department chair.	(3)
PHI 10**	Critical Thinking (GS-II, VB3)	(3)
or	or	
PHI 5**	Introduction to Logic (GS-II, VB3)	(3)
PSY 12	Child/Human Development (GS-IIIF)	(3)
PSY 40	Basic Statistical Methods (GS-II)	(3)
PSY 52	Biological Psychology	(3)
PSY 52L	Biological Psychology Lab	(1)

*PSY 1 is a prerequisite to all other psychology courses.

**PHI 05 or PHI 10 are prerequisite to all upper division course work.

Plus 25 upper division psychology course units including:

PSY 106	Basic Research Methods	(3)
PSY 106L	Basic Research Methods Lab	(1)
PSY 132	Personality Theory	(3)
PSY 134	Learning & Memory	(3)
or	or	
PSY 160	Cognition & Perception	(3)
PSY 145	Social Psychology	(3)
PSY 168	Abnormal Psychology	(3)

Majors must earn a grade of "C" (2.0) or higher in all upper division psychology courses. Grades of "C -" or lower must be repeated.

Total Units for Major: 44

Students must also complete general studies requirements and electives for a total of 124 semester units, including the modern language requirement. At least 15 upper division units must be completed in the MSMC Psychology Program. Students may choose a program of study in general psychology, or one of the following tracks designed to provide a foundation of study in a particular area of psychology (as indicated below).

Track One: Counseling Individuals with Visual Impairments *(Hilton / Perkins Certificate)*

In-depth coursework introduces visual impairments and special needs that frequently accompany these disabilities, the impact of disability on psychological functioning and development, and the psychosocial consequences of chronic disabilities for children and their families. The certificate program is found at no other university in the United States. The program is sponsored by the Perkins School for the Blind in Boston and the Conrad N. Hilton Foundation. This program offers the opportunity to explore the background necessary for working with the visually handicapped and their families.

This certificate requires:

60 hours working with visually handicapped persons, plus

PSY 192/269	Clinical Practicum/Field Experience	(3)
PSY 114/214	Psychological Aspects of Chronic Impairments	(3)
PSY 116/216	Visual Handicaps and the Young Child	(3)
PSY 118/218	Intervention for Children with Multiple Impairments	(3)

These 12 units must be completed in the MSMC Psychology program.

Track Two: Preparation for Industrial/Organizational Psychology

Extensive study in the application of psychological processes to design more effective organizations and improve motivation, performance and job satisfaction. To work in Industrial/Organizational psychology requires a graduate degree (a Masters or a Ph.D.). This course of study will allow for exploration of the field and provide a foundation for further study.

PSY 148	Industrial/Organizational Psychology
PSY 155	Psychological Assessment

Choose one of the following courses:

PSY 129	Motivation
PSY 138	Nonprofit Management

Track Three: Preparation for Careers in Counseling

This track is designed for students interested in pursuing further education in preparation for a career in counseling. Students who pursue this track will receive applied training and fieldwork in an area of their choosing within a psychological setting. Other course offerings will develop students' interests and supplement their counseling background.

PSY 125	Introduction to Counseling
PSY 192	Clinical Practicum

Choose one of the following courses:

PSY 138	Nonprofit Management
PSY 139	Child Abuse and Family Violence
PSY 155	Psychological Assessment

PSY 165	Behavioral Psychopharmacology
PSY 172	Developmental Psychopathology
PSY 188	Crisis Intervention

Track Four: Preparation for Careers in Research Psychology

This track is designed for students who plan to pursue further education in an academic program in psychology (e.g., Developmental, Personality, Social, Cognition). Such students plan to attend a Masters or Doctoral program. The courses in this track will provide research experience needed for admission to most research programs.

PSY 193	Research Practicum
PSY 194	Advanced Research

Choose one of the following courses:

PSY 155	Psychological Assessment
PSY 182	History & Systems of Psychology
PSY 192	Clinical Practicum

Or courses in area of topical interest (e.g., gender, prejudice, development, neuropsychology, law, motivation, divorce, etc.)

Requirements for a Minor in Psychology

A psychology minor requires a minimum of 18 units selected in consultation with the Department Chair. At least four upper division courses with a grade of C or better are required. Three courses (9 units) must be completed in the MSMC Psychology program.

Master of Science in Counseling Psychology

Admission Requirements

Those applying for the master's degree in counseling psychology should have all of the following:

A bachelors degree or its equivalent from an accredited institution.
A grade point average of 2.75 for undergraduate work.
A minimum of 12 upper division units in the Behavioral Sciences (Psychology, Anthropology, Sociology or Education).
Results of the Miller Analogies Test (MAT), or the Graduate Record Exam (GRE).
See other general requirements of the Graduate Division.

Required Core Courses

Students must obtain a grade of "B-" or better from the following courses.

A total of 9 units are required from:

PSY 200	Research Methods	(3)
PSY 225	Counseling Theories and Procedures	(3)

PSY 295	Masters Thesis	(3)
or		
PSY 296	Masters Project (Oral or Written)	(3)
or		
*** ***	No Thesis/No Project Option	

No Thesis Option:

Masters candidates may elect the "No Thesis/No Project" option, which provides the opportunity for taking additional elective course work in applied theory or technique rather than completing a research thesis or project. Candidates in the No Thesis/No Project option must complete a minimum of 39 units, chosen in consultation with an academic advisor, and an oral integration interview. The oral integration interview is not a comprehensive examination. It consists of practical case studies to which the candidate responds using applied counseling theory and clinical skills.

Program Concentrations

A. Marriage and Family Therapy (Minimum of 48 units required)

Candidates seeking the California Marriage and Family Therapy License must complete coursework in the following twelve content areas:

1. Human Biological, Psychological and Social Development

PSY 202*	Psychological Foundations of Growth, Development, and Learning	(3)

2. Human Sexuality

PSY 237*	Human Sexuality	(1)

3. Psychopathology

PSY 268*	Psychopathology	(3)

4. Cross-Cultural Mores and Values

PSY 203	Multicultural Counseling	(2)

5. Theories of Marriage, Family, and Child Counseling (Minimum 12 units)

PSY 225*	Counseling Theory and Procedure	(3)
PSY 226	Brief Therapies	(2)
PSY 227	Advanced Counseling: Theory and Practice	(3)
PSY 236*	Family Therapy	(3)
PSY 241*	Marriage and Relationship Counseling	(3)
PSY 274	Psychological Treatment of Children	(3)
PSY 284	Object Relations: Theory and Practice	(1)
PSY 288	Crisis Intervention	(3)

6. Professional Ethics and Law

PSY 263*	Laws and Ethics in Counseling	(2)

7. Human Communication

PSY 235*	Group Dynamics: Theory and Procedures	(3)

8. Research Methods (Minimum 3 units)

PSY 200	Research Methods	(3)

PSY 295	Masters Thesis	(3)
PSY 296	Masters Project (Oral or Written)	(3)

9. Theories and Applications of Psychological Testing

PSY 230*	Psychological Testing: Theory and Procedure	(2)

10. Supervised Practicum (Minimum of 6 units required)

PSY 269A*	Field Experience in Counseling: Diagnosis	(3)
PSY 269B*	Field Experience in Counseling: Treatment	(3)
PSY 269C	Field Experience in Counseling: Microskills	(3)

11. Child Abuse and Family Violence

PSY 240	Spousal Abuse	(1)

12. Alcohol and Substance Abuse

PSY 238*	Alcohol and Substance Abuse	(1)

*Required

B. Human Services and Personnel Counseling (Minimum 36 units required)

Candidates seeking this concentration are working toward an advanced degree in counseling in preparation for employment in an agency, corporation, or other setting not requiring a specific license or credential. Candidates must complete the nine units of core courses plus 27 units of course work chosen in consultation with their program advisor. Courses will be chosen to specifically help the candidate work toward career and personal goals.

PSY 1 Introduction to Psychology (3)
Introduction to the scientific study of mental processes and behavior. Surveys major concepts, findings, and practical applications of contemporary psychological research. Focuses on basic topics addressed in such research: the biological basis of behavior, sensation and perception, developmental processes, learning and memory mechanisms, cognition and intelligence, motivation and emotions, social relations, personality, and psychopathology. *Prerequisite: None,* **GS-IIIF**

PSY 2 Psychology of Communication (2-3)
Explores the principles of language use, verbal and nonverbal communication between individuals in a variety of interpersonal and group situations. *Prerequisite: PSY 1.* **GS-IIIF**

PSY 3 Applied Learning (3)
This course is designed to bridge the gap between college study skills and critical thinking through the application of learning theory. Thinking is presented as central to all levels of learning. Students identify individual learning styles and apply course materials to other course work both in and outside of the classroom. Course is heavily geared toward applications. *Recommended: PSY 1.*

PSY 12 Child/Human Development (3)
Introduction to human development from conception to death. Covers major theories of psychological growth, interactions between heredity and environment, and the physical, cognitive, and social domains of development in childhood, adolescence, and adulthood. Focuses on concepts and issues important in prenatal development, cognitive and social factors in childhood and adolescence, effective parenting, and personal growth through the lifespan. *Prerequisite: PSY 1 (waived for Liberal Studies majors and for Single Subject Credential students)* **GS-IIIF**

PSY 14 Adult Development (1)
A survey of the major psychological theories and milestones related to adult development. Includes discussion, reading and appropriate observation of the developmental stages of adolescence, young adulthood, middle age and the process of advancing age. In combination with a previously completed course in child development, this course meets the life span

human development requirement of the MSMC Department of Nursing. *Prerequisite: PSY 12.*

PSY 35 Language and Concept Development of the Young Child (3)
Detailed study of language and concept development of the child from birth through eight years. Primary factors in cognitive development are stressed, including the basic elements of Piaget's developmental theory. The acquisition and development of language and its role in cognitive development are discussed. Methods and materials that enhance language and cognitive growth are presented, studied, and developed. Students observe and participate in a preschool setting. *Prerequisite: PSY 12.*

PSY 40 Basic Statistical Methods (3)
Focus on applied descriptive and inferential statistical techniques as used in behavioral science research. Topics covered include properties of distributions, measures of central tendency, elementary probability theory, estimation, hypothesis testing, correlation, analysis of variance, and nonparametric tests of significance. *Prerequisites: PSY 1 and satisfactory score on the Mathematics Placement Examination or completion of MTH 2X.* **GS-II**

PSY 52 Biological Psychology (3)
Critical survey of the structure and function of the nervous system. Topics include the neural control of sensory systems, hormonal systems, motor systems, learning, memory, emotions, and sleep. Particular emphasis is placed on recent advances in our knowledge of brain structure, neurotransmitter systems, neural development and plasticity, neuropharmacology, neuropathology, and psychopathology. *Prerequisites: BIO 5, PSY 1.* **GS-IIIF**

PSY 52L Biological Psychology Lab (1)
Required concurrent laboratory supplement to PSY 52. The laboratory provides the background in neuroanatomy necessary to understand basic principles of neural function. Emphasis is placed on learning to recognize gross and microscopic structures of the brain within a functional perspective. Activities includes dissection of the sheep brain, basic principles of light microscopy, and microscopic comparison of similar gross anatomic structures in the brains of amphibians, rodents, carnivores, and primates. *Prerequisites: BIO 5, PSY 1.*

PSY 106 Basic Research Methods (3)
Introduction to the scientific method and its use in answering questions about psychological phenomena. Covers each of the major steps in the research process, including formulation of hypotheses, choice of appropriate research designs, empirical testing of hypotheses with proper controls and regard for ethical issues, systematic analysis of data, and reporting of results in a scientific format. Must be taken concurrently with PSY 106L. *Prerequisite: PSY 40.* **GS-II**

PSY 106L Basic Research Methods Lab (1)
Required laboratory supplement to PSY 106, which must be taken concurrently. The laboratory sessions provide structured practice in conducting psychological research. Working with a partner, each student performs several simple studies on topics in different areas of psychology assigned by the instructor. The final laboratory report should demonstrate competence in formulating and testing hypotheses, as well as in reporting the results and their interpretation in the format specified by the American Psychological Association. *Prerequisite: PSY 40.*

***PSY 110 Gender Issues in Psychology (3)**
Exploration of the psychological theories and research findings related to gender issues. Topics to be covered include gender role development, gender differences in personality, coping, and moral reasoning, and the analysis of social issues of gender and sexuality in the realms of society, politics, ethics, and culture. *Prerequisite: PSY 1.*

PSY 113 Learning in Children and Adolescents Across Cultures (3)
Systematic comparison of learning as it occurs in children and adolescents across cultures. Examines how developmental, biological and cultural factors influence the ability and motivation to learn, and how these factors explain the content and organization of school curricula. Emphasizes the strong interaction between cognitive

performance and the total sociocultural environment in which the child and adolescent lives. *Prerequisite: PSY 12* **GS-VI**

***PSY 114 Psychological Aspects of Children with Chronic Impairments (3)**
This course examines the psychological consequences of chronic disabilities and diseases for affected individuals and their families. Topics include AIDS, Cancer, Alzheimer's Disease, mental disorders, visual and other sensory impairments. *Prerequisite: PSY 1.*

***PSY 116 Introduction to Children with Visual Handicaps (3)**
A comprehensive and critical investigation into the impact of visual handicapping conditions on the psychological, physical, motor, intellectual, social, emotional and educational growth of the young child. *Prerequisite: PSY 1.*

***PSY 118 Intervention of Children with Multiple Impairments (3)**
This course examines the influence of visual impairments upon the handicaps and disabilities that often identify children as needing special education programming interventions. It surveys the strategies and interventions for effective psycho-social, behavioral, developmental, and instructional integration of "exceptional" children into the mainstream of education. *Prerequisite: PSY 1.*

PSY 125 Introduction to Counseling (3)
Survey of the major methods of psychological counseling with emphasis on the underlying theoretical framework. Included will be consideration of both traditional and contemporary individual and group methods. Demonstrations and limited practical experiences will focus on paraprofessional applications. *Prerequisite: PSY 132.*

***PSY 126 Brief Therapies (2)**
Course provides an overview of various models of brief therapies, including cognitive-behavioral, brief dynamic, and single session. The special tasks, goals, and clinical guidelines with each phase of treatment will be described. *Prerequisites: PSY 1, PSY 125.*

***PSY 128 Adulthood and Aging (3)**
Exploration of psychological factors of the process of aging. Focus will be on attitudes, values, motivations, and behavior as they are influenced by environmental and biological changes associated with aging. This course is conducted as a seminar and includes a fieldwork component; visiting and evaluating various care facilities for the senior population.

***PSY 129 Motivation (3)**
Comparison of the range, strengths and limitations of the prominent theories explaining high and low motivation. Explores common motivation problems and their effect on the individual and society. Motivation treatments are applied to a variety of contexts, including education, work, love and others. A critical analysis of the current applied motivation literature is emphasized. *Prerequisite: PSY 145.*

PSY 132 Personality Theory (3)
Comprehensive study of the structure and dynamics of personality according to contemporary research. *Prerequisite: PSY 12.*

PSY 134 Learning and Memory Processes (3)
Explores the major forms of learning and memory processes common to human and non-human animals. Focuses on the most basic learning processes, particularly classical and instrumental conditioning, but also covers spatial and observational learning. Examines the essential features of memory processes as explained by information processing models. Particular attention is paid to applications of learning and memory theories in solving practical problems in normal and clinical situations. *Prerequisite: PSY 1, PSY 106 / 106L or consent of instructor.*

PSY 138 Managing Non-Profit Organizations (3)
Will introduce non-business majors to managerial theories to lead non-profit organizations. The learning experience includes review of literature, class presentations and active sponsorship of service organizations. A service learning project integrates theory with practice, requiring team cooperation, planning and accountability. *(Also BUS 139, GER 138, EDU 138c and SOC 138)*

***PSY 139 Child Abuse and Family Violence (3)**
A theoretical exploration of the causes, nature, and physical, social and psychological impact of the various forms of family violence as well as the methods used by counseling professionals for intervention, remediation, and prevention. *Prerequisite: PSY 12*

PSY 144 Psychology of Prejudice (3)
Exploration of psychological factors involved in the development and maintenance of racism, sexism, ageism, and other manifestations of prejudice. Focuses on research of both individual and group behavior and includes consideration of techniques for combating prejudice in individuals, organizations, and society as a whole. *Prerequisite: PSY 1. Recommended: PSY 145.* **GS-VI**

PSY 145 Social Psychology (3)
Surveys the pervasive and invisible social forces acting upon individuals. Explores the cultural and familial interaction facilitating the socialization of people. Provides a critical analysis of the known social influences promoting or hindering individual development. *Prerequisite: PSY 1.*

***PSY 148 Industrial/Organizational Psychology (3)**
Introduction to the psychological relationship between individuals and their work places, particularly business settings. Focuses on the psychology of work and practical techniques in personnel selection, placement training, job appraisal, productivity enhancement, and assessment of consumer behavior. *Prerequisite: PSY 145.*

PSY 151 Divorce and Remarriage(3)
Examination of the short and long term consequences of divorce on family members, focusing on exacerbating factors. Emphasis is on the role of psychologists and mediators in minimizing these effects. *Prerequisites: PSY 12.*

PSY 155 Psychological Assessment (3)
Introduction to the field of psychological testing, including an examination of history, theory, and construction of tests as well as a survey of principal individual and group tests of intelligence, personality, interest, and ability currently used in clinical and research settings. Special attention will be placed on the development of skills for evaluating the reliability, validity, and ethics of psychological tests and their applications. *Prerequisite: PSY 40, PSY 106/106L.*

PSY 160 Cognition and Perception (3)
Surveys our current understanding of how the human mind acquires information about the environment and how it manipulates that information in both verbal and non-verbal form. The course will begin with an examination of the perceptual phenomena that relate to cognition. The course will then examine the cognitive processes involved in selective attention, perception, memory storage and retrieval, representation of knowledge, language comprehension and production, thought, and decision making. Stress is placed on understanding the relevance of cognitive research to practical problems in normal and clinical situations. *Prerequisites: PSY 106 & 106L.*

PSY 165 Behavioral Psychopharmacology (3)
Introduction to drug influences on mental processes and behavior. Covers the relevant mechanisms of drug action, basic methodological problems in behavioral pharmacology, and current views on the genesis and remediation of drug addiction. Special attention is given to the use of drugs in treating disturbances in mental health. *Prerequisites: PSY 52 & 52L*

***PSY 167 Special Topics in Psychology (1-3)**
Seminar on any one of many topics in the field of psychology. Format varies with topic and instructor(s). *Prerequisites: PSY 1 and consent of instructor.*

PSY 168 Abnormal Psychology (3)
Explores mental health concepts, principles of psychopathology, and related treatment techniques. Surveys the various forms of abnormal behavior, covering their features, potential causes, and most effective treatments. Entails analysis of case studies using the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM IV). *Prerequisite: PSY 1.*

PSY 170 Human Neuropsychology (3)
Exploration of the fundamentals of human brain function from an empirical perspective. Basic principals of human brain organization, neurology, and clinical and

neuropsychological assessment precede a survey of normal brain function and dysfunction. Emphasis is placed on neurological disorders, disconnection syndromes, learning disabilities, psychiatric, motor, and perceptual disorders. Issues regarding human brain injury and development are also examined within the context of functional recovery and therapeutics. *Prerequisites: PSY 52 & 52L.*

***PSY 172 Developmental Psychopathology (3)**
Examination of childhood psychological disorders, including disturbances in sleep, eating, toileting, speech, mood, and cognitive functions, drug use, conduct disorders, autism, and pervasive developmental disorders. Addresses issues in diagnosis and treatment. *Prerequisites: PSY 12, PSY 168.*

PSY 175 Human Sexuality (3)
Survey of topics central to the study of sexuality. This course provides a strong foundation in physiology, sexual arousal and dysfunction, history of sexuality, and gender issues. Current topics, such as sexually transmitted diseases, prostitution and rape are explored. The course provides a perspective of human sexuality from historical, biological, psychological, cultural and sociological points of view.

***PSY 182 History and Systems of Psychology (3)**
Critical examination of the scientific origins of contemporary psychology. Emphasizes historical/conceptual development of ideas leading to modern schools of psychology. Course work will include reading of original papers by significant contributors to the field of psychology. *Prerequisites: PSY 132, PSY 134, or consent of instructor.*

***PSY 184 Object Relations: Theory and Practice (1)**
An overview of psychological development as seen through the human need for connectedness to others. From an infant's first experiences with others through adulthood, the class will explore the development of the separate and unique individual, with special focus on clinical application of theoretical concepts. Readings include Winnicott, Bowlby, Klein, and Mahler. Also includes a historical review and comparative analysis of family systems and object relations family therapy. Explores the application of object relations theories to marital and family therapy. *Prerequisites: PSY 125, PSY 168*

PSY 185 Psychology of Law (3)
Overview of the intersection of the disciplines of psychology and law. Introduces the philosophical foundation of both fields, the legal system of the United States, clinical issues and the law (e.g., psychological assessment, determination of competency, involuntary commitment, family law, and criminal behavior) and psychological research on the legal system (e.g., juror decision making, jury dynamics, judicial bias, eyewitness testimony and police procedure). *Prerequisites: PSY 1.*

PSY 186 Violence Against Women (3)
Survey of the research literature pertaining to sexual assault, partner violence, and sexual harassment. Students will examine psychological theories concerning causes and prevention of violence against women, as well as the experiences of women as victims of these forms of violence.

PSY 187 Careers in Psychology (3)
Explores options available to students interested in careers in psychology. Job options available at different degree levels (e.g., B.A., Masters, Ph.D.) are highlighted, as appropriate preparation plans for particular careers are developed by students. Panel discussions by professionals in the field of psychology allow students to gain knowledge about the diversity of available career paths. Fieldwork options will be explored.

***PSY 188 Crisis Intervention (3)**
Survey of crisis intervention theories, assessment, treatment and research. Includes legal and ethical issues, suicide, degrees of danger, victims of abuse, grief reactions and the family in crisis. Clinical case presentation will be used for illustration. *Prerequisite: PSY 125.*

PSY 192 Clinical Practicum (3)
Applied work enhancing a student's ability to use the principles of psychology in real life settings. Field work options include areas of school psychology, gerontology, mental retardation, emotional disturbances, learning disabilities, or probation work. Course includes weekly seminar oriented towards integrating experiences with theory. *Prerequisites: PSY 125, PSY 168.*

PSY 193 Research Practicum (1-3)
Applied work enhancing student understanding of the methodology and tools of psychological research. While receiving training and supervision, the student assists a MSMC psychology faculty member in the development and/or implementation of a psychological research project. Students will participate in two or more activities involved in executing major steps in the research process (e.g., developing the proposal, collecting and analyzing data, presenting and publishing results). Course includes faculty/student meetings oriented theoretical reviews and discussions. Concludes with a library research paper which addresses a project related question. *Prerequisites PSY 40, PSY 106, PSY 106L and consent of instructor. May be repeated for a total of 6 units.*

PSY 194 Advanced Research (1-3)
Seminar providing direction and supervision for students undertaking original psychological research. Guidance is given in each step of the research process: in developing a question, selecting a research design, collecting and analyzing data, and reporting the results in publishable form. The final product should be suitable for presentation at student sections of professional regional association meetings. *Prerequisites: PSY 40, PSY 106 & 106L and consent of instructor. May be repeated for a total of 6 units.*

PSY 196H Senior Honors Thesis (3)
Advanced study on a special topic chosen by the student. *Prerequisites: PSY 40, PSY 106 & 106L, and Honors Student status.*

PSY 199 Independent Study (1-3)
Independent exploration of a topic in psychology supervised by department faculty member. Independent study contract required. *Prerequisites: PSY 1 and consent of instructor. May be repeated for a total of 6 units.*

Graduate Course Offerings

PSY 200 Research Methods (3)
Introduction to the scientific method and its use in answering questions about psychological phenomena. Provides instruction in critical reading of research articles. Explores basic issues and techniques in conducting research studies, analyzing data, and interpreting their significance. Class projects provide practice in mastering the statistical methods needed to perform accurate data analysis, culminating in a written thesis proposal.

PSY 202 Psychological Foundations of Growth, Development and Learning (3)
Contemporary psychological theory as applied to the life-long process of learning, behavioral change, education, and counseling. Advanced reading and exploration of life span developmental theories, including those of Freud, Piaget, Erikson, Kohlberg, Sheehy, Kagan, Kubler-Ross, and others.

PSY 203 Multicultural Counseling (2)
A systematic study of the cross-cultural mores, values, and behaviors that are active in the process of counseling. Both theoretical aspects as well as practical considerations of counseling with various cultural groups will be explored. *Prerequisite: PSY 225.*

***PSY 210 Gender Issues in Psychology (3)**
Exploration of the psychological theories and research findings related to gender issues. Topics to be covered include gender role development, gender differences in personality, coping, and moral reasoning, and the analysis of social issues of gender and sexuality in the realms of society, politics, ethics, and culture. *Prerequisite: PSY 289 or consent of instructor.*

***PSY 214 Psychological Aspects of Children with Chronic Impairments (3)**
This course examines the psychological consequences of chronic disabilities and diseases for affected individuals and their families. Topics include AIDS, Cancer, Alzheimer's Disease, mental disorders, visual and other sensory Impairments

***PSY 215 Introduction to Visual Impairments (3)**
Introduces visual impairments and blindness, the issues raised by impairments at

different stages of development, and interventions designed to improve orientation, mobility, social and coping skills.

***PSY 216 Introduction to Children with Visual Handicaps (3)**
A comprehensive and critical investigation into the impact of visually handicapping conditions on the psychological, physical, motor, intellectual, social, emotional and educational growth of the young child.

***PSY 218 Intervention of Children with Multiple Impairments (3)**
This course examines the influence of vision impairment upon the handicaps and disabilities thatoften identify children as needing special education programming interventions. It surveys the strategies and interventions for effective psycho-social, behavioral, developmental, and instructional integration of "exceptional" children into the mainstream of education.

***PSY 225 Counseling Theory and Procedures (3)**
Detailed exploration into the theory and methodology involved in the process of marriage, family, and child counseling. Includes a survey of the psychoanalytic, client-centered, Gestalt, behavioristic, Rational Emotive, phenomenological, and humanistic approaches.

***PSY 226 Brief Therapies (2)**
Course provides an overview of various methods of brief therapies, including cognitive-behavioral, brief dynamic, and single-session. The special tasks, goals, and clinical guidelines with each phase of treatment will be described. *Prerequisite: PSY 225 or consent of instructor.*

PSY 227 Advanced Counseling: Theory and Practice (3)
An in-depth focus on major theoretical orientations in counseling psychology, including psychodynamics, cognitive-behavioral, and client oriented therapy and interventions. Focus will be on the rationale for psychotherapeutic techniques. *Prerequisite: PSY 225 or consent of instructor.*

***PSY 228 Adulthood and Aging (3)**
Exploration of psychological factors in the process of aging. Focus will be on attitudes, values, motivations and behavior as they are influenced by environmental and biological changes associated with aging. This course is conducted as a seminar and includes a fieldwork component; visiting and evaluating various care facilities for the senior population. *Prerequisite: PSY 202.*

***PSY 229 Motivation (3)**
Comparison of the range, strengths, and limitations of the prominent theories explaining high and low motivation. Explores common motivation problems and their effect on the individual and society. Motivation treatments are applied to a variety of contexts, including education, work, love and others. A critical analysis of the current applied motivation literature is emphasized.

PSY 230 Psychological Testing: Theory and Procedure (2)
Advanced study of the theory, administration and interpretation of individual and group psychological tests of intelligence, personality, interest, and achievement. Provides thorough coverage of the MMPI, WAIS-R, WISC-R, WPPSI, Stanford-Binet, and other instruments currently in use in psychological and counseling practice. *Prerequisite: PSY 200 or consent of instructor.*

PSY 235 Group Dynamics: Theory and Procedures (3)
Investigation of group processes. Emphasizes the concepts of group facilitation, productivity, evaluation and the application of group methods in teaching, counseling, and administrative work. *Prerequisite: PSY 225.*

PSY 236 Family Therapy (3)
Systematic study of family therapy and family system theory. This course will allow students the opportunity to explore both normal and dysfunctional lifestyles in family environments, and will provide a survey of the treatment modes which focus on the entire family system.

PSY 237 Human Sexuality (1)
This course will approach the topic of human sexuality as a comprehensive and integrated topic by distributing emphasis across different areas, and by viewing sexual behavior in an evolutionary, historical, and cross-cultural perspective. The emphasis will be on its role in therapy.

PSY 238 Alcohol and Substance Abuse (1)
Exploration of the causes, nature, impact, and treatment of alcohol and substance

abuse. Focuses on methods of intervention and remediation used in counseling agencies. *Prerequisite: PSY 225 or consent of instructor.*

PSY 240 Spousal Abuse (1)
A theoretical exploration of the causes, nature, and physical, social, and psychological impact of the various forms of family violence as well as the methods used by counseling professionals for intervention, remediation, and prevention. *Prerequisite PSY 200*

PSY 241 Marriage and Relationships (3)
This course provides a systematic examination of the different theoretical approaches to the treatment of couples and a critical analysis of the corresponding empirical data that supports and refutes these theories.

***PSY 248 Psychology and Dynamics of Organizations (3)**
Introduction to the psychological relationship between individuals and their workplaces, particularly business settings. Focuses on the psychology of work and practical techniques in personnel selection, placement training, job appraisal, enhancing productivity, and assessing consumer behavior.

***PSY 251 Divorce and Remarriage (3)**
Examination of the short and long term consequences of divorce on family members, focusing on exacerbating factors. Emphasis is on the role of psychologists and mediators in minimizing these effects.

PSY 263 Laws and Ethics in Counseling (2)
Review of the current legal considerations and ethical issues regarding the delivery of counseling services.

PSY 264 Psychopharmacology (3)
This course is designed to introduce the student to the different psychiatric medications and the actions of these medications within the body. The different classes of drugs will be explored, focusing on the uses, side effects and interaction between drugs. Controversial issues in the uses of psychiatric drugs (for example, prescription privileges for non-physicians, holistic medicine, uses of medication with children, etc.) will be discussed.

PSY 265 Behavioral Psychopharmacology (2)
Introduction to drug influences on mental processes and behavior. Covers the relevant mechanisms of drug action, basic methodological problems in behavioral pharmacology, and current views on the genesis and remediation of drug addiction. Special attention is given to the use of drugs in treating disturbances in mental health.

***PSY 267 Special Topics in Psychology (3)**
Seminar on any one of many topics in the field of psychology. Format varies with topic and instructor(s). *Prerequisite: consent of instructor.*

PSY 268 Psychopathology (3)
Systematic study of the nature and classification of mental disorders using the Diagnostic and statistical Manual of the American Psychiatric Association (DSM IV).

PSY 269A Field Experiences in Counseling: Diagnosis (3)
Practicum relating counseling principles to a variety of situations, with special emphasis on assessment and differential diagnosis. *Prerequisite: PSY 268.*

PSY 269B Field Experiences in Counseling: Treatment (3)
Practicum relating counseling principles to a variety of situations, with special emphasis on short term and long term psychological interventions. *Prerequisite: PSY 225.*

PSY 269C Field Experiences in Counseling: Microskills (3)
Practicum relating counseling principles to a variety of situations with special emphasis on the therapists verbal response.

***PSY 272 Developmental Psychopathology (3)**
Examination of childhood psychological disorders, including disturbances in sleep, eating, toileting, speech, mood, and cognitive functions, drug use, conduct disorders, autism, and pervasive developmental disorders. Addresses issues in diagnosis and treatment. *Prerequisite: PSY 268.*

PSY 274 Psychological Treatment of Children (3)
This course will examine the efficacy of therapeutic techniques commonly used in the assessment and treatment of children, including art, play and expressive therapies. The theoretical foundations and practical applications of each technique will be explored. *Prerequisites: PSY 202, PSY 225.*

***PSY 282 History and Systems of Psychology (3)**
Critical examination of the scientific origins of contemporary psychology. Emphasizes historical/conceptual development in thought leading to modern schools of psychology. Original papers by Epicurus, Kant, Descartes, Molyneux, Flourens, Thorndike, and others will be read.

***PSY 284 Object Relations: Theory and Practice (1-3)**
An overview of psychological development as seen through the human need for connectedness to others. From an infant's first experiences with others through adulthood, the class will explore the development of the separate and unique individual, with special focus on clinical application of theoretical concepts. Readings include Winnicott, Bowlby, Klein, and Mahler. Also includes a historical review and comparative analysis of family systems and object relations family therapy. Explores the application of object relations theories to marital and family therapy. *Prerequisite: PSY 225.*

PSY 288 Crisis Intervention (1-3)
Survey of crisis intervention theories, assessment, treatment and research. Includes legal and ethical issues, suicide, degrees of danger, victims of abuse, grief reactions and the family in crisis. Clinical case presentation will be used for illustration.

PSY 289 Advanced Theories in Psychology (3)
Examination of advanced psychological theories currently used in clinical settings. Concepts commonly used in psychological research, psychopathology, neuropsychology, and social psychology will be investigated and explored.

PSY 290 Workshop (1-3)
Experiential class focusing on particular area of interest. May be repeated for credit. *Prerequisite: Consent of instructor.*

PSY 295 Masters Thesis (3)
Individual work on masters thesis. *Prerequisite: PSY 200 and approval of Graduate Program Director.*

PSY 296 Masters Thesis Project (3)
Individual work on masters project. *Prerequisite: PSY 200 and approval of Graduate Program Director.*

PSY 297A,B,C Thesis/Project Continuation (1), (1),(1)
Continuation of the Master's Project or Thesis under the direction of the faculty advisor

PSY 299 Special Topics (1-3)
Individual study of problem of interest. *Prerequisite: Consent of instructor. May be repeated for credit.*

**Course is open to both undergraduate and graduate students. Undergraduate students must obtain instructor's consent before taking this course. See appropriate listing of course description for prerequisites.*

Religious Studies

The Religious Studies Department considers the study of religion essential to the liberal arts because of the Catholic intellectual tradition of the college. The department offers both a major and a minor in religious studies. The major and the minor are designed to provide to the student background for graduate study in the field or for a career related to religious studies. The Religious Studies Department offers courses of study leading to both the baccalaureate (B.A.) and masters (M.A.) degrees. All undergraduate courses are divided according to the five areas listed below:

I. Scripture
II. Christian Thought
III. Christian Ethics
IV. Religion and Religions
V. Special Offerings

Courses Required for a B.A. Degree in Religious Studies

Lower Division:

RST 15	Introduction to Christian Scriptures	(3)
RST 41	Introduction to Christian Ethics	(3)
RST 21	Introduction to Catholicism	(3)

Upper Division:

1. Scripture:		(3)
RST 190S	Advanced Studies in Scripture	
2. Christian Thought:		(6)
RST 131	Jesus	
RST 190T	Advanced Studies in Christian Thought	
3. Christian Ethics:		(6)
RST 190E	Advanced Studies in Christian Ethics	
	3 units in upper division elective	
4. Thesis		(3)
RST 199	Senior Thesis	

Electives:

3 units in upper or lower division

Total units in Religious Studies: 30

Plus general studies requirements and electives totaling 124 semester units including modern language requirement.

Majors must maintain a "C" or better in each of the courses taken in fulfillment of these requirements.

The Minor in Religious Studies

Requirements:

1. An Introductory Level Scripture course	(3)
2. Christian Thought	(3)
3. Christian Ethics	(3)
4. Electives: 9 units (at least 6 of which must be upper division)	(9)

Total units in Religious Studies: 18

I. Scripture

RST 11 Introduction to Hebrew Scriptures (3)
A study of the methods of modern biblical scholarship building on a consideration of revelation and inspiration; a consideration of selected themes of the Hebrew Scriptures. **GS-VA1**

RST 15 Introduction to Christian Scripture (3)
An introduction to methods of modern biblical scholarship; and an examination of the four canonical gospels, selected Pauline letters, and Acts of the Apostles. **GS-VA1**

RST 90S Special Studies in Christian Scriptures (1-3)
A study of special topics or texts. Selected themes may vary with each offering. May be repeated for credit. **GS-VAI**

RST 190S Advanced Studies in Christian Scriptures (3)
Advanced study of special topics or texts. Selected themes may vary with each offering. May be repeated for credit. Prerequisites: Ordinarily all upper division courses in Scripture require one (1) lower division course in the same area as a prerequisite. A waiver of this prerequisite may be granted by the instructor. **GS-VA1**

II. Christian Thought

RST 21 Introduction to Catholicism (3)
Study of representative beliefs, rites, ethics, and community structures in the Catholic tradition of Christianity. Includes discussion of some contemporary concerns and issues, in light of Vatican Council II. **GS-VA2**

RST 25/125 Marriage Issues: Catholic Perspectives (3)
Discussion of a variety of contemporary areas of concern: the purpose of marriage, interfaith marriages, annulment, marital sexuality, marriage and career(s), divorce, and remarriage. **GS-VA2**

RST 70 Faith and Human Development (3)
A study of the phenomenon of religious belief and the importance of faith for one's further development as a person in relation to others and to God. **GS-VA2**

RST 90T Special Studies in Christian Thought (1-3)
A study of special topics or figures. Selected themes may vary with each offering. May be repeated for credit. **GS-VA2**

RST 131 Jesus (3)
A brief survey of the historical development of the Christian understandings of Jesus as the Christ from biblical traditions to the present. Discussion of key aspects of current interpretations of Jesus. **GS-VA2**

RST 135 Women and Christianity (3)
An introduction to the major themes and issues which are engaging women theologians in the Catholic church and in the wider Christian community. The role of women in scripture, Christian history, and church life will be examined and critiqued. **GS-VA2**

RST 190T Advanced Studies in Christian Thought (1-3)
Advanced study of special texts, figures or topics such as Church, Church history, sacraments, liturgy, Aquinas, Rahner. Selected themes may vary with each offering. May be repeated for credit. *Prerequisites:*

Ordinarily all upper division courses in Christian Thought require one (1) lower division course from any area of religious studies. A waiver of this prerequisite may be granted by approval of the instructor. **GS-VA2**

III. Christian Ethics

RST 41 Introduction to Christian Ethics (3)
An introduction to the study of moral decision-making from the perspective of Christian faith. The sources and nature of moral obligation, personal and social responsibility, freedom and sinfulness are among the topics to be covered. **GS-VA3**

RST 45/145 Contemporary Issues in Christian Ethics (3)
A consideration of the positions and views of Christian ethicists on selected contemporary issues. Topics may vary. Offered as needed. **GS-VA3**

RST 49/149 Biomedical Issues in Christian Ethics (3)
An introduction to issues and questions concerning the phenomenon of human life and the process of dying. Topics include abortion, reproductive technologies, genetic engineering, euthanasia. *Prerequisite for RST 149: RST 21 or RST 41.* **GS-VA3**

RST 50 Social Issues in Christian Ethics (3)
A examination of the ethical implications of selected social issues, such as, poverty and hunger, employment policies, immigration, racism, violence, war and peace. Topics may vary. **GS-VA3**

RST 90E Special Studies in Christian Ethics (1-3)
A study of special topics or figures. Selected themes may vary with each offering. May be repeated for credit. **GS-VA3**

RST 190E Advanced Studies in Christian Ethics (1-3)
Advanced study of special figures or topics such as war and peace, liberation theology, and racism. Selected themes may vary with each offering. May be repeated for credit. *Prerequisites: Ordinarily all upper division courses in Christian Ethics require one (1) lower division course in the same area (see exception for RST 149, which also accepts 21 as prerequisite). A waiver of these prerequisites may be granted on approval of the instructor.* **GS-VA3**

IV. Religion and the Religions

RST 61 Introduction to the World Religions (3)
Introductory survey of religious thought and life in the major Western and Eastern traditions. Study emphasizes the history of each major religion. **GS-VA4, VI**

RST 78/178 Death and Afterlife (3)
Study of the ways Christianity and other world religions understand death and afterlife. Emphasis is on religious understandings, ideals, and religious practices. Includes a discussion of religious interpretations of the way death and afterlife affect one's vision of life. **GS-VA4, VI**

RST 90R Special Studies in Religion(s) (1-3)
A study of special topics, figures, or texts. Selected themes may vary with each offering. May be repeated for credit. **GS-VA4**

RST 190R Advanced Studies in Religion(s) (1-3)
Advanced study of special topics, figures, or texts. Selected themes may vary with each offering. May be repeated for credit. *Prerequisites: Ordinarily all upper division courses in Religion and the Religions require one (1) course in the same area of study. A waiver of a prerequisite may be granted on approval of the instructor.* **GS-VA4**

V. Special Offerings

RST 191 Seminar (3)
Advanced study and research in any of the four major areas of study. Selected themes, figures, issues or texts. May be repeated for credit. *Prerequisites: A minimum of one (1) lower division course from any area of religious studies. Permission of instructor is required.*

RST 196 Independent Studies (1-3)
By special pre-approval of instructor and chairperson.

RST 199 Thesis - RST Majors only (3)
By pre-arrangement with chairperson and faculty advisor; available any semester during senior year.

RST 199H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

The following courses also are eligible for Religious Studies credit:

PHI 160/RST 190R Philosophy of Religion (3)

SOC 195/RST 190R Sociology of Religion (3)

ENG 130/RST 190T Faith and Fiction (3)
As for all other Religious Studies courses, students taking these for Religious Studies credit must meet the prerequisites, i.e. one lower division course in the area of study.

The Graduate Program in Religious Studies

The **Master of Arts Program** reflects a commitment to the pursuit of Catholic scholarship within the broader range of ecumenical Christian thought. The degree program is built on the belief that the analysis of theological thought can best be carried out when there is a critical search for truth in its varied historical dimensions. The **Certificate Programs** are offered to those desirous of advanced study in theology and/or preparation for specific areas of ministry.

The Graduate Program in Religious Studies consists of two tracks: **Studies in Theology** and **Studies in Ministry.**

The **Studies in Theology** track is designed to promote the integration of a broad theological understanding within one's own personal faith stance. Students are challenged to consider the interrelation between theory and its application and in that dual consideration to see their personal religious goals and belief systems in new ways.

The **Studies in Ministry** track provides academic course work that enables students to obtain a background in both theology and ministry. Course work culminates in an integration seminar that brings together the theological and practical aspects of ministry.

Because of the structure of the program, the varying goals of students can be realized. Those teaching religion, those wishing further study in ministry, those desirous of pursuing doctoral studies, and those interested in enrichment are all served.

The faculty is composed of a core group and visiting professors who provide both continuity for the program and theological competence in specific fields of inquiry.

The Master of Arts Program

The Master of Arts (M.A.) program consists of 30 units. In Studies in Theology, a minimum of six units is required from each area of scripture, Christian ethics, and systematics. The remaining units may be taken from any one of these basic areas or from the Studies in Ministry track. In some cases, a student may elect to complete both the M.A. and a Certificate Program.

Because of the required number of units within some Certificate Programs, the completion of both the M.A. and a certificate may exceed 30 units. In all cases the choice of courses is determined with one's adviser(s).

Courses are offered on the Doheny Campus throughout the academic year with a greater number of courses in the summer term. Courses will vary from 1-3 units each.

During fall and spring terms, a student is able to take as many as six units. The student who takes courses only in the summer and elects the maximum number of units could finish the program in four years. By taking course work throughout the year, the student could complete the M.A. in two and one-half years. The degree culminates in research and comprehensives. (See Degree Completion)

Admission Requirements

Bachelor's degree from an accredited institution. (Any exception to this policy is subject to the approval of the Graduate Council.)

Evaluation of academic background.

Interview with the M.A. Program Director.

Satisfactory completion of other Graduate Division requirements.

Degree Completion

The 30 units of course work culminates in either a 4-unit thesis or a 1-unit research essay. Both thesis and research essay must meet the standards of the department for final approval. Ordinarily, the topic for either paper is chosen from within the selected area of concentration. Consultation with the faculty adviser is required before submitting the proposed topic and registering.

A written three-hour comprehensive examination on the three basic areas of scripture, Christian ethics and systematics, is required at the end of the program. Questions related to elective courses in Studies in Ministry may also be included.

Transfer of Credit

Ordinarily, a maximum of six units of "B" work may be transferred into the program. Such a transfer must be formally petitioned after the successful completion of 3 units in residency. The acceptance of transfer credit is subject to the approval of the director and the graduate dean. Ordinarily, credits must have been earned within seven years before admission to the graduate division of Mount St. Mary's College.

Certificate Programs

Advanced Religious Studies

A Certificate of Advanced Religious Studies is awarded to those students who satisfactorily complete 30 units of selected course work in graduate religious studies courses. Neither comprehensives nor a final research paper are required.

Those intending to pursue courses in the ministry track or one of the other Certificate Programs may obtain the Certificate in Advanced Religious Studies by completion of an additional number of units in the required areas of systematics, scripture, and Christian ethics as determined with an adviser. A student in the M.A. Program who decides not to write the final paper or complete comprehensives may choose to make application for the Advanced Religious Studies certificate. A cumulative GPA of 3.0 must be maintained to remain in the program.

Admission Requirements

Bachelor's degree or demonstrated ability for graduate study.

Evidence of theological background necessary to begin the program.

Completion of application materials.

Interview with the M.A. Program Director.

Hispanic Pastoral Ministry

The Certificate Program in Hispanic Pastoral Ministry is an 18 unit program which enables the student to reflect critically on the basic theological and pastoral questions emerging from ministry in Hispanic settings. A pastoral perspective on the Hispanic reality is present in all courses, especially in scripture, systematic theology, and Christian ethics. All the courses are offered in Spanish for either graduate or undergraduate credit.

The program, admission requirements, and courses are described in Spanish in the last section under Graduate Religious Studies.

Admission Requirements

Bachelor's degree and/or written evidence of study in the field of theology.

Recent participation in diocesan programs of Religious Education or Hispanic Ministry.

Two letters of recommendation.

A description of one's philosophy and objectives in relation to Hispanic ministry.

Familiarity with Encuentros Nacionales Hispanos de Pastoral.

Interview with the program coordinator.

Pastoral Care/Counseling

The Pastoral Care/Counseling Certificate Program is a 21 unit concentration intended to assist pastoral ministers in institutional settings such as hospitals, schools, parishes, or prisons. The program also prepares students to provide pastoral services to a wide range of persons, such as the disabled, the divorced and separated, immigrants, and the bereaved.

The goal of the program is to provide the student with the means to develop empathic relationships, to apply professional skills, and to reflect theologically on the care and counseling process.

Courses in this concentration may be applied towards the M.A. in Religious Studies, the M.S. in Counseling Psychology, or the Certificate of Advanced Religious Studies. In each case, the student will work with an adviser in ascertaining the courses needed to complete the degree/certificate goal.

A Certificate in Pastoral Care is available to those who seek the M.A. in Religious Studies. A Certificate in Pastoral Counseling is available to those in the M.S. in Counseling Psychology Program.

Admission Requirements

Bachelor's degree or demonstrated ability to do graduate work.

Evidence of adequate theological/psychological background depending on certificate desired.

Two recommendations indicating ability to succeed academically.

Reflective paper on one's philosophical/theological approach to pastoral counseling and ministry.

College transcripts and/or certificates related to one's ministry.

Interview with the pastoral counseling adviser.

Youth and Young Adult Ministry

The Youth Ministry Certificate Program is a two-year training program for youth and young adult ministers. The courses and general sessions are offered by contractual arrangement with the Center for Youth Ministry Development, Connecticut, on location in the Archdiocese of Los Angeles, the dioceses of Northern California, San Bernardino, and San Diego, under co-sponsorship with the diocesan offices of youth and young adult ministry. Upon satisfactory completion of course work leading to 12 total units, a certificate from Mount St. Mary's College is awarded.

Admission Requirements

The applicants for the Youth and Young Adult Ministry Certificate Program are screened and accepted in accordance with the guidelines of both the Diocesan Youth Ministry Office and Mount St. Mary's College. A staff member from each diocesan office serves as liaison with the Director of the Graduate Programs in Religious Studies and acts as academic adviser for students within each particular diocese.

Continuing Education for Pastoral/ Catechetical Ministry

The Graduate Religious Studies Program offers workshops both in English and Spanish for the continuing education of those in pastoral or catechetical ministries.

Most weekend workshops are non-credit. Occasionally, graduate credit or continuing education units (C.E.U.) can be earned. Courses and workshops which provide continuing education in the fields established by the California Bishops Conference are granted recertification credit by the Los Angeles Archdiocesan Department of Catholic

Schools, the Office of Religious Education, and/or the Office of Worship. Verification of attendance is provided upon request.

Conferences such as the Religious Education Congress (Anaheim) are granted Continuing Education Units (C.E.U.'s) and filed by Mount St. Mary's College with the National Registry of training programs of the American Council of Education, Washington, D.C.

Graduate Courses

200-level courses will vary in units when offered as acyclic courses (outside the regular semester schedule) or during the summer session. 200-level courses are not open to undergraduates except with special petition. When a 200-level course is offered in Spanish, the course number is followed by an "s."

Studies in Theology

Scripture

RST 201 The Pentateuch and Historical Books (3)
An introduction to the formation of the historical books of the Old Testament and to their historical, cultural, and theological background.

RST 203 The Prophets (3)
A study of the major prophetic literature in relation to the historical, cultural, and theological background.

RST 206 Psalm and Wisdom Literature (2-3)
An examination of the psalter and wisdom literature and exegesis of representative psalms and passages.

RST 208 Synoptic Gospels (3)
The theology and background of the synoptic gospels; special problems, purpose, and hermeneutics.

RST 210 Gospels and Letters of John (3)
The Gospel of John: its theology, themes, sources, and problematics. Johannine literature: the letters of John, their theology, questions, themes, and sources.

RST 211 The Book of Revelation (1-2)
The historical, literary and theological approaches to the Book of Revelation and its relation to the other writings of the New Testament.

RST 212 The Letters of Paul (3)
Theology of Paul with special emphasis on such themes as eschatology, community, justification, Christ, apostleship.

RST 219/183 Special Studies in Scripture (1-3)
Special studies in Scripture may include topics within those courses already listed or other topics in Scripture; Scripture in relation to Christian ethics, systematics, or ministry. This course may be repeated for credit.

Systematics

RST 220 Foundations of Theology (3)
An examination of the tools used to reflect on Christian doctrine such as method, language, symbol. The course focuses on faith, its truth, articulation and meaning for today.

RST 222 Images of God (3)
A study of the historical and contemporary understanding of God using both biblical and traditional sources. Particular attention is given to an understanding of Trinity.

RST 223 Jesus the Christ (3)
A contemporary Christology based on biblical and traditional sources with emphasis on the questions related to Jesus and Christological thought, method, and application to current issues.

RST 225 Grace and Christian Anthropology (3)
Classical and contemporary approaches to the theology of grace; the person in relation to God; religious dimensions of being human.

RST 228 The Church (3)
A contemporary ecclesiology based on the biblical and traditional foundations; the documents of the Church; authority; mission; current issues.

RST 229/181 Sacramental Theology (3)
An overview of the sacraments; the history, development, and current practice of the sacraments.

RST 229B The Rite of Christian Initiation (1-2)
A treatment of the history and theology of the rite of Christian Initiation with special emphasis on the theology of baptism and confirmation. This course may be repeated when baptism and confirmation are treated separately.

RST 229E The Eucharist (2)
History and theology of the eucharist; special issues include: sacrifice, real presence; intercommunion.

RST 229H Ministry and Orders (2)
A treatment of ministries in the church as well as the history and development of orders.

RST 229M Marriage (2)
History and development of marriage; issues related to fidelity, interreligious concerns, parenting.

RST 229R Reconciliation and Anointing (1-2)
History, development, and practice related to the sacraments of reconciliation and anointing. This course may be repeated when reconciliation and anointing are treated separately.

RST 230ABC Survey of the History of the Church (3,3,3)
The beginning of the Church to the Middle Ages; the Renaissance to Reformation; Post-Reformation to the Modern Church.

RST 232 Ecumenical and Inter-faith Relations (1-3)
Historical overview of the separation of churches; the Decrees on Ecumenism and Nostra Aetate, and the search for Christian unity today.

RST 236 Christian Spirituality (1-3)
This course may include one or all of the following topics: an examination of the life of faith, kinds and methods of prayer, history of spirituality; spirituality and ministry. This course may be repeated for credit.

RST 237 Foundations of Liturgy (3)
Historical and theological foundations; liturgy in the Western church; documents related to liturgy; liturgy and inculturation.

RST 239/182 Special Studies in Systematics (1-3)
Special studies in Systematics may include topics within those courses already listed or other topics in systematics; Systematics in relation to Christian ethics, scripture, or ministry. This course may be repeated for credit.

Christian Ethics

RST 242 Fundamental Christian Ethics (3)
A study of the way in which contemporary moral theology treats the fundamental elements of Christian moral judgment; formation of conscience; person as moral agent; moral norms and natural law.

RST 243 Christian Social Ethics (3)
Theological foundations of Christian social ethics as found in the Bible, the history of Christian ethics, and modern ethicists.

RST 244 Theology and the Social Sciences (3)
An approach to theology from reflection on experience and analysis of its social dimensions.

RST 245 Liberation Theology (3)
An investigation of the theological literature concerned with liberation and a discussion of problematics involved in social change.

RST 246 Issues of Life and Death (3)
This course will consider the ethical analysis of biomedical issues surrounding the

value of human life, such as abortion, euthanasia, cloning, and reproductive technology.

RST 247 Human Sexuality and Marriage (3)
A study of the questions relating to human sexuality and marriage as seen from an ethico-biblical perspective with attention given to the insights from psychology and theology.

RST 248 Ethics in a Pastoral Context (1-3)
An overview of basic ethical concepts involved in Christian living, e.g., conscience, freedom, responsibility, sin, in the context of personal and social moral issues. Required for Pastoral Counseling. May be waived if student demonstrates adequate preparation in Christian ethics.

RST 249/180 Special Studies in Christian Ethics (1-3)
Special Studies in Christian Ethics may include topics within those already listed or other topics in Christian ethics; Christian ethics in relation to scripture, systematics, or ministry. This course may be repeated for credit.

Studies in Ministry

RST 253 Liturgical Year and Planning (2)
History and theology of the liturgical year and Christian calendar; multidisciplinary approach to liturgical planning of feasts and seasons.

RST 257AB Liturgical Leadership Formation (3,3)
An Archdiocesan course offered to form the participant in faith as well as in understanding the liturgical and practical bases of liturgy.

RST 259 Special Studies in Liturgy (1-3)
This course treats selected topics such as liturgy and music, art, liturgical prayer, the hours, or cultural adaptation. This course may be repeated for credit.

RLM 259 Special Studies in Liturgical Music (1-3)
Special studies related to liturgical music. This may include off-campus offerings such as the National Pastoral Musicians Conference. This course may be repeated for credit.

RST 260 Foundations of Christian Leadership* (1-3)
Foundations of Christian Leadership invites Christian leaders to look at those principles and priorities that guide their lives. Participants develop a personal mission statement and strategies for self care, personal renewal, leadership development and growth in ministry.

RST 260A Principles of Youth Ministry* (1-2)
Principles of Youth Ministry proposes foundational understandings and principles for effective ministry youth, grounded in pastoral theology, culture psychology, developmental theory, and sociology.

RST 261 Foundations of Catechetics (2-3)
Survey of the historical, theological, philosophical foundations of contemporary catechetics. Current issues and practical applications; future directions.

RST 262A Fostering the Faith Growth of Youth through Evangelization and Catechesis* (1-2)
Evangelization and Catechesis explores the foundation of nurturing young and older adolescent faith development and Catholic identity through an integrated approach to faith formation, which incorporates teaching, prayer and liturgy, community life, and justice and service to ministry with adolescents.

RST 262B Fostering the Faith Growth of Youth through Prayer and Worship* (1-2)
Prayer and Worship investigates the foundational role that Christian worship and sacraments have in fostering the spiritual growth of youth. The goal is to develop a realistic and integrated approach to worship within a comprehensive ministry to youth and practical application in the participant's pastoral setting.

RST 262C Fostering the Faith Growth of Youth through Justice and Service* (1-2)
Justice and Service explores the foundations for fostering a justice and service consciousness and spirituality in youth drawn from: Scripture, Catholic Social Teaching, adolescent development, and contemporary catechetical principles. It develops skills for creating integrated, action-learning models for the justice and service component of a comprehensive youth ministry.

RST 263ABC Advanced Catechetical Ministry (2,2,2)
A three-phase program which prepares Archdiocesan catechetical leaders for ministry to adults. The program consists of three areas: theological formation, ministry specialization, and supervised practicum.

RST 266 Leadership in Pastoral Ministry (1-3)
The biblical, theological, ethical foundations for Christian leadership followed by practical management theory with established Christian ministerial themes. Included are topics such as women and men as partners in ministry, issues of diversity, collaboraton and communication, conflict resolution.

RST 266A Developing Youth Ministry* (1-3)
Developing Youth Ministry explores processes and skills for effective leadership in youth ministry. Leaders will be prepared to empower the parish community for ministry with youth through collaboration and leadership development.

RST 266B Skills for Christian Leadership* (1-3)
Skills for Christian Leadership addresses the theories and skills that ministers need to work with and through people. Participants will develop a practical, working understanding of leadership process and skills and the experiential ability to use the skills. The course stresses the application of leadership skills to various ministry settings, problems, and issues.

RST 267 Fostering the Faith Growth of Youth Through Pastoral Care* (1-3)
Pastoral Care explores the principles and methods of caring for young people from various cultures and their families. The course develops an understanding of the breadth and depth of pastoral care, of family systems and adolescent development, and the role that cultural identity plays in the development of adolescents. The goal is two-fold: (a) it aims to promote healthy adolescent development from a pastoral care perspective and (b) to develop preventative interventions for families with adolescents.

RST 269 Special Studies in Ministry (1-3)
Special Studies in Ministry may include other topics in ministry, community, catechetics, scripture, Christian ethics, or systematics.

RST 271 Survey of Hispanic Culture and Religion (3)
A survey of the roots of the cultural expressions of faith as found in the Hispanic community. This course is especially shaped for those in ministry in Hispanic communities.

RST 273 Perspectives on Hispanic Theology (2)
Theological Reflection on Hispanic issues emerging from the process of the Encuentros in the United States; its relevance to the present and future Church experience in the Americas.

RST 279 Special Studies in Hispanic Ministry (1-3)
Special Studies in Hispanic Ministry may include topics in ministry, catechetics, liturgy, spirituality, scripture, Christian ethics, or systematics.

RST 280A/PSY 225 Theories of Pastoral Counseling I (3)**
Introductory course which includes an overview of theories of counseling and psychotherapy which influence contemporary pastoral care/counseling. Includes psychoanalysis, ego psychology, transactional analysis, existential therapy, problem-solving, crisis intervention and psychosocial theories. Considers what is uniquely pastoral in pastoral care/counseling.

RST 280B/PSY 236 Theories of Pastoral Counseling II (3)**
This course examines the study of family therapy and family systems theory. Psychological and sociological influences on

family behavior along with a survey of treatment models for the family.

RST 280C Foundations of Pastoral Care (2-3)**
This course focuses on the nature of pastoral care and the pastoral relationship. It explores the convergence and distinction between pastoral care and counseling. Particular pastoral relationships—including grief counseling, short term crisis counseling, support in faith, and referral—will be addressed.

RST 281 Counseling/Listening Skills (1)**
An introduction to basic counseling skills. Tasks will include learning skills of attending, active listening, primary-level empathy and clarification, as well as discovering by experience and feedback, personal strengths and weaknesses as a counselor. A focus of the course will be on both process and problem solving.

RST 282 Introduction to Spiritual Direction (1)
Introduction to spiritual direction; nature of spiritual direction; preparation and role of the spiritual director.

RST 283 Psychology of Religion (3)**
This course will use psychological methods of inquiry to examine traditions of belief and religious practice. It will explore developmental theories of faith, morality, spirituality and values. Implications for both pastoral and clinical practice will be discussed.

RST 284A Issues in Pastoral Counseling: Sexuality (1)**
This course explores the nature of healthy sexuality and pathological manifestations of sexuality as they concern the minister of pastoral care and counseling.

RST 284B/PSY 203 Issues in Pastoral Counseling: Cross Cultural Issues (1)**
The aim of this course is to explore the pastoral implications of cultural diversity. There will be special emphasis on the African American, Hispanic and Asian cultures as they affect persons and families from these cultural backgrounds living in the U.S.

RST 284C Issues in Pastoral Counseling: Dependency Disorders (1)**
This course explores dependency disorders with emphasis on chemical dependencies. Possible pastoral responses to those affected by chemical dependency will be discussed.

RST 285 Disorders of Soul and Psyche (1-2)**
This course poses and explores religious questions about dysfunctional attitudes and behavior which can also be viewed from a purely psychological perspective. These religious issues include grace and free will; guilt and reconciliation; redemption; and mystical phenomena.

RST 286/PSY 269 Clinical Case Studies in Pastoral Counseling (3)**
Analysis of current developments and problems met in the practice of pastoral counseling with focus on the psychodynamics and critique of the counseling relationship. Field experience is adjunctive to this course. This course fulfills the requirements of PSY 269.

RST 287 Psychological/Theological Integration Seminar (1)**
The goal of this seminar is to assist students in integrating their professional expertise in relationship to their Christian vocation as pastoral counselors. The student will be asked to write a reflective paper on his/her own theological orientation as it affects his/her own pastoral practice. Field experience is adjunctive to this course.

RST 289 Special Studies in Pastoral Counseling (1-3)**
This course will examine fields and areas in pastoral counseling as related to various disciplines, problems and ministries, such as detention ministry, ministry to/with the aging, and women's issues. One or other of these courses may be substituted for part of Special Issues in Pastoral Counseling.

**Certificate in Youth and Young Adult Ministry Course*
***Certificate in Pastoral Care/Counseling Course*

Research

RST 290 Thesis (4)

RST 291 Research Essay (1)

RST 295/195 Internship (1-3)
By special pre-arrangement with the program director; available by request in any term.

RST 297A,B,C Thesis/Project Continuation (1), (1), (1)
Continuation of Master's Project or Thesis under the direction of the faculty advisor.

RST 298 Comprehensives (0)

RST 299 Independent Study (1-3)
A student may apply for independent study with the approval of a faculty adviser and the program director. Ordinarily, no more than 6 units of independent study may be taken towards the M.A. degree.

Programa para Certificacion en Ministerio Pastoral Hispano (Hispanic Pastoral Ministry Program)

El Programa para Certificación en Ministerio Pastoral Hispano ha sido diseñado tanto para personas ya comprometidas en el área de la Pastoral Hispana, como para aquellas interesadas en profundizar su formación teológico-pastoral.

Mount St. Mary's College concede el Certificado en Ministerio Pastoral Hispano a quienes completan satisfactoriamente las 18 unidades requeridas por el programa general. Los tópicos del Programa proporcionan los elementos necesarios para ayudar a quienes participan a reflexionar cr-ticamente las cuestiones teológicas y pastorales que emergen de las exigencias y necesidades de la Pastoral Hispana. La misma estructura del Programa, además de presentar una visión pastoral de la realidad hispana, desarrolla las tres áreas básicas de escritura, teología sistemática y ,ética cristiana en orden a fortalecer la práctica pastoral.

Para quienes no desean certificación formal, todos los cursos están abiertos para enriquecimiento teológico-pastoral. Sin embargo, quienes toman cursos independientes y/o para enriquecimiento, recibirán reconocimiento por su participación en cada curso. Las 18 unidades del Plan General de estudios pueden ser completadas en un período de 18 meses.

The Certificate Program in Hispanic Ministry is designed for those persons with a commitment to Hispanic Pastoral Ministry, as well as for those interested in deepening their theological pastoral formation.

Mount St. Mary's College grants the Certificate in Hispanic Pastoral Ministry to those who satisfactorily complete 18 required units. The topics are intended to assist participants to reflect critically on the basic theological and pastoral questions which emerge from the needs found in Hispanic Pastoral Ministry. Furthermore, the structure of the program presents a pastoral vision of the Hispanic reality throughout the three basic areas of scripture, systematic theology and Christian ethics to strengthen pastoral ministry.

For those who do not desire formal certification, all courses are open for theological pastoral enrichment. Moreover, participants who take individual courses for enrichment, will receive recognition for their participation in each course. The 18 units of the Certificate Program can be completed in a period of 18 months.

Requisitos de admision:

1) Bachillerato Certificado de Preparatoria/Secundaria, y/o constancia de estudios en el campo teológico.
2) Reciente participación acreditada en algún programa como: Master Catechist Program, Institutos Pastorales para Ministerio Hispano u otro Programa reconocido por las Oficinas Diocesanas.
3) Dos cartas de recomendación.
4) Descripción de filosofía y objetivos con relación al ministerio Hispano.
5) Familiaridad con los Encuentros Nacionales Hispanos de Pastoral.
6) Constancias en el campo de ministerio.
7) Entrevista con quien dirige el Programa.

Una vez completado el Certificado en Ministerio Pastoral Hispano, si lo desean, pueden aplicar hacia la obtención de la Maestría En Estudios Religiosos. Deberán ser cubiertos satisfactoriamente los requisitos de entrada y los cursos previamente consultados y seleccionados con la Directora del Graduate Program in Religious Studies.

Admission Requirements

1) Bachelor's degree, certificates of preparation, and/or written evidence of study in the field of theology
2) Recent participation in program such as: Advanced Cathechetical Ministry Program, Pastoral Institute for Hispanic Ministry or other program recognized by Diocesan Offices.
3) Two letters of recommendation.
4) A description of the philosophy and objectives in relations to Hispanic ministry.
5) Familiarity with Encuentros Nacionales Hispanos de Pastoral.
6) Written verification of work in ministry
7) Interview with program director.

Participants who obtain a Certificate in Hispanic Pastoral Ministry, if they desire, may apply to the Masters in Religious Studies. After satisfactorily completing the requirements for entrance into the Graduate Division, students will select courses in consultation with an advisor from the Graduate Program in Religious Studies.

RST 200S/100S Introducción al Antiguo Testamento (1-3)
Aborda los grandes ejes de lectura del Antiguo Testamento, su contexto histórico, función social del texto, lugar asumido por autores, y estilos literarios. (An overview of the main approaches to Old Testament; its historical context; social function of the text; positions embraced by authors; and literary forms.)

RST 203S/103S Los Profetas y su Mensaje (1-3)
Estudio de la literatura profética más significativa del Antiguo Testamento, su contexto histórico, finalidad y dimensión política. (A study of the major prophetic literature of the Old Testament; historical background; purpose and political dimensions.)

RST 208S/108S Introducción al Nuevo Testamento (1-3)
Introducción a los fundamentos del Nuevo Testamento. Se abordarán particularmente los Evangelios Sinópticos, el contexto histórico-social de la primitiva iglesia y la influencia de la literatura neo-testamentaria. (An introduction to the New Testament foundations; Synoptic Gospels; historical and social context of early Church and the rise of New Testament literature.)

RST 219S/183S Estudios Especiales en Escritura (1-3)
Temas específicos en Escritura, o concentración en secciones particulares del Antiguo o Nuevo Testamento; la Escritura en relación con la ética, teología sistemática, educación religiosa o liturgia. (Specific themes in Scripture such as particular sections of either the Old or New Testament; Scripture in relation to ethics, systematics, religious education or liturgy.)

RST 220S/120S Introducción a la Teolog-a (1-3)
Aborda la Teología Sistemática como disciplina que reflexiona la práctica de fe su metódo y los discursos teológicos contémporáneos. (An overview of Systematic Theology as it reflects the practice of faith; its method and contemporary theological discourses.

RST 223AS/123AS Jesús el Cristo (1-3)
Bosquejo introductorio a la perspectiva Cristológica actual, cambios en la Cristología hoy, contribuciones de los métodos histórico-críticos del Nuevo Testamento. Se ubicará la situación de Palestina. (An introductory survey to Christological perspectives; changes in Christology; historical-critical methods of New Testament; the situation of Palestine.

RST 223BS/123BS Jesús en los Evangelios Sinópticos (1-3)
Estudio sistemático de la obra y palabra de Jesús en los Evangelios Sinópticos, particularmente la comprensión del Reinado de Dios y la captación de Jesús como el Cristo. (Systematic study of Jesus' mission and teaching in Synoptic Gospels, particularly the understanding of The Reign of God and of Jesus as Christ.

RST 226S/126S Antropología Cristiana (1-3)
Bosquejo sobre la comprensión bíblica de la Humanidad y su relación con la Tierra, Examen crítico del paradigma antropológico patriarcal. Enfasis en los nuevos modelos para una antropología transformadora. (A survey of the biblical understanding of Humanity and its relationship to the Earth. Critical approach to patriarchal anthropological paradigm. Emphasis on new models for transformative anthropology.)

RST 228AS/100AS La Iglesia y su Misión (Part 1) (1-3)
Tratamiento teológico sobre la misión de la Iglesia; se enfatizá la relación metodológica: Reino-Mundo-Iglesia y su desarrollo en la historia de la Iglesia. (Theological treatment on mission of the Church; emphasis on methodological relation of: Reign of God-World-Church and its development in the history of the Church.)

RST 228BS/128BS La Iglesia: Sacramento del Reinado de Dios (1-3)
Se clarificarán aspectos fundamentales de la Iglesia hoy: su dimensión sacramental, sus notas características; se enfatizará la tarea de la evangelización, los nuevos ministerios y Comunidades Eclesiales de Base. (A study to clarify fundamental aspects of the Church today: its sacramental dimension, its characteristic notes; emphasis on the task of evangelization; new ministries and "comunidades de bases".

RST 235S/135S Espiritualidad Cristiana (1-3)
Nueva comprensión de Espiritualidad como reto de una práctica liberadora; análisis de impacto de la vida moderna en la Espiritualidad y su dimensión política. Las contribuciones de la espiritualidad Hispana. (New understanding of spirituality as a challenge of liberation practice; analysis of the modern culture's impact on spirituality and its political dimensions. Contributions of Hispanic Spirituality.)

RST 239S/183S Estudios Especiales en Teología Sistemática (1-3)
Incluye cursos sobre períodos específicos en la historia de la iglesia, Mar-a, ecumenismo, creación, el Hecho Guadalupano, etc.

(Special studies in Systematics includes courses such as specific periods in the history of the Church, Mary, ecumenism, creation, etc.)

RST 240S/140S Fundamentos de la Etica Cristiana (3)
Bosquejo de las líneas fundamentales de la Etica Cristiana en la historia de la Iglesia; los elementos básicos para un juicio moral de acuerdo a la teología moral y la opción cristiana hoy. (A survey of the major developments of Christian Ethics; basic elements of Christian moral judgment according to moral theology. Fundamental option of Christians today.)

RST 243S/143S Etica Social Cristiana (1-3)
Aspectos fundamentales de Etica Social su fundamento bíblico; la enseñanza social de la Iglesia en relación a la economía, política ideologoías, justicia social y práctica cristiana, (Principles of social ethics; biblical foundations; social teaching of the Church on: economics, politics, ideologies, social justice and Christian praxis.

RST 244S/144S Teolog-a y Ciencias Sociales (1-3)
Enfoque en la disciplina de las Ciencias Sociales y su correcta articulación con la mediación hermenéutica y la mediación práctica; ,nfasis en el análisis dialéctico de la realidad social. (An approach to the discipline of the Social Sciences and its proper articulation to hermaneutics and praxis; emphasis in dialectic analysis of social reality.)

RST 246S/146S Etica y Vida Humana (1-3)
Estudio sobre aspectos relacionados con el valor de la vida humana hoy: contracepción, aborto, experimentación con el ser humano, eutanasia, pastoral de la salud, etc. (A study of the questions relating to the value of human life: contraception, abortion, human experimentation, euthanasia, health care, etc.)

RST 249S/180S Estudios Especiales en Etica Cristiana (1-3)
Estudios especiales in Etica Cristiana incluye aquellos temas concentrados en alguna área específica de los cursos anotados. De igual modo, s, refiere a temas particulares en los campos de la escritura, Teología Sistemática o educación religiosa. (Special studies in Christian Ethics includes those topics which concentrate on a particular area within the courses already listed. Or, special studies may relate to scripture or systematics or religious education.)

RST 271S/171 Religiosidad Popular (1-3)
Examen de la Religiosidad Popular y su Relevancia para el Ministerio Pastoral Hispano. Su dimensión cultural, antropológica y política, así como su contribucion a la liberacion de los pobres. (An examination of Popular Religiosity and its relevance to the Hispanic Pastoral Ministry. Its cultural, anthropological and political dimensions and its contributions to the liberation of the poor.)

RST 273BS/173BS Perspectivas de la Teología y Ministerio Hispano (1-3)
Las grandes líneas de inculturación y liberación. Enfasis en los Encuentros del Ministerio Hispano; realidad socio-política, económica y cultural. Temas relevantes como; proceso pastoral, nuevo ministerios, inculturación, liberación, con énfasis en los Encuentros. (An overview of Hispanic Ministry; the socio-political, economic and cultural reality. Major issues surfaced; pastoral process, new ministries,

RST 278S/178S Seminario de Integración (3)
Consideración de la relación entre práctica conocimiento-historia y teoría-práctica. M,todos para planificar la educación religiosa y supervisión. (A consideration of the relation between practice-knowledge-history and practice-theory. Methods for planning religious instruction and supervision.)

Social Science

Department Affiliation: History and Political Science

The Social Science major is an expanded area major with a choice of three emphases: history, political science, and public administration.

The variations within the major make it possible for students to direct their studies into particular areas of interest. A core of studies is directed toward fiscal problems, employment, technology, societal roles, ecology, and the general strategy of government.

Courses Required for a B.A. degree in Social Science.

History Emphasis

Lower Division:

HIS 1AB	Western Civilization	(3,3)
POL 10	Political Concepts	(3)

Upper Division:

Nine upper division courses including:

HIS 101	Research Methodology	(3)
	Two-course sequence in American history	(6)
	One course in European history	(3)
	One course in non-Western history	(3)
	Three upper division courses in economics, political science and/or sociology	(9)

Recommendations:

ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
HIS 25	Cultural Geography	(3)

Total units in major courses: 36

Plus general studies requirements and electives totaling 124 semester units, including a foreign language requirement

Political Science Emphasis

Lower Division:

POL 2	Comparative Government	(3)
POL 10	Political Concepts	(3)

Upper Division

	Seven upper division courses in Political Science	(21)
	Three upper division courses in history, economics, or sociology	(3)

Total units in major courses: 36

Plus general studies requirements and electives totaling 124 semester units, including a foreign language requirement.

Public Administration Emphasis

Lower Division:

POL 1	American Government	(3)
POL 10	Political Concepts	(3)

Recommendations:

BUS 16A	Accounting Principles I	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)

Upper Division:

POL 180	State and Local Government	(3)
POL 185	Public Personnel Administration	(3)
POL 186	Intro to Public Administration	(3)
POL 187	Organizational Theory	(3)
POL 191	Internships in Government Service	(3)

Fifteen Units from the Following Courses:

MTH 9	Intro to Computer Processes	(3)
MTH 38	Elements of Probability and Stats	(3)
POL 2	Comparative Government	(3)
POL 108	Constitutional Law	(3)
POL 109	Individual Rights	(3)
POL 134	International Organization	(3)
POL 138	International Law	(3)
POL 170	American Party Politics	(3)
POL 175A/B	Selected Topics in the American Political Structure	(3)
SOC	Dynamics of Majority/Minority Relations	(3)
SOC	Urban Sociology	(3)

Total Units in Public Administration emphasis: 36

Plus general studies requirements and electives totaling 124 semester units, including a foreign language requirement.

All courses listed above are described in the respective departmental listings.

SSC 191A Directed Study: Social Science Teacher Portfolio (1-3)

Provides an opportunity for students in the *Single Subject Credential Program* to compile a *Cumulative Teacher Portfolio,* demonstrating their attainment of the *California Commission on Teacher Credentialing* competencies for secondary social science teachers. Sections of the *Portfolio,* compiled by the student under direction of the faculty advisor, highlight student abilities and knowledge in the major categories of the program: *History and Government of the World; History and Geography of he United States and California; Government: Economics: The Behavioral Sciences, and Integrated Coverage of Social Science Subjects.* An exhibition and assessment of the portfolios takes place during the final seminar meeting with an audience of faculty, students, and the *Advisory Council for the Subject Matter Programs.*

Sociology

Sociology is the study of people as they live and interact with one another within a multitude of contexts, from the family, the community and workplace, to the regional, national, and global arenas. Sociology seeks to advance understanding of human behavior and the evolution of societies, both historical and modern.

The major helps students prepare for professional careers in such areas as social services, criminology, urban planning and development, family relations, social science research, race/ethnic relations, global affairs, and employment in a wide range of government agencies as well as non-profit organizations. See Mount St. Mary's College Sociology Department Web Page for additional examples of professional options in the field. Sociology also provides an excellent foundation for graduate studies such as in social work, counseling, public policy, urban development, public health or health management, population studies, global studies and law.

The department offers an Associate of Arts Degree in Human Services, a general program of sociology, and the option of seven specializations within Sociology: Criminology, Global Studies, Medical Sociology, Race/Class/Gender, Communications, Social Services and Family Relations. The Gerontology Major is also affiliated with the department.

B.A. Degree in Sociology

Core Courses Required for a B.A. Degree in Sociology:

SOC 5	Sociological Perspectives	(3)
SOC 117	Research Methods and Social Statistics	(3)
SOC 166	Sociological Theory	(3)
SOC 197	Applied Sociology: Internship and Practicum	(3)

Plus eight additional courses in Sociology (24 units). A maximum of 12 lower division units in Sociology may be counted toward completion of the major. These units to count towards the bachelors degree cannot, however, include lower division internship units (SOC 21, SOC 22, or SOC 23).

To fulfill a B.A. Degree in Sociology students must complete the Sociology requirements, the general studies requirements, and the modern language requirement for a total of 124 units. A major program of study may consist of general sociology (as outlined above), or a specialization program may be selected (outlined below). Each specialization contains several interdisciplinary courses. These may be applied toward completion of the Sociology Major if the specialization is undertaken.

Total units in Sociology: 36

Specialization Option One: Criminology

Excellent preparation for careers in law enforcement, probation, crime prevention, forensic research, law studies, rehabilitation, programs for at-risk populations, or advanced studies in sociology and criminology.

Required Courses:

SOC 109	Forensic Studies: Criminalistics	(3)
SOC 110	Deviant Behavior: Juvenile Delinquency	(3)
SOC 111	Deviant Behavior: Criminology	(3)

Plus select two additional courses from the following:

SOC 115	Sociology of Violence	(3)
SOC 161	Majority-Minority Relations	(3)
SOC 175	Urban Sociology	(3)
POL 107	Criminal Law	(3)
POL 109	Individual Rights	(3)
POL 180	State and Local Government	(3)
POL 188	Administrative Law	(3)
PSY 139	Child Abuse and Family Violence	(3)
PSY 168	Abnormal Psychology	(3)

Specialization Option Two: Global Studies

Recognizing the rapid globalization of the world's cultures and their social institutions, this specialization addresses the fundamental challenges of population growth and migration, cultural diffusion, environmental change, quality of life (e.g., health, housing, and food availability), political change, and economic development. The implications of globalization for the United States is emphasized.

Required courses:

SOC 162	Human Rights	(3)
SOC 175	Urban Sociology	(3)
SOC 185	Global Development	(3)

Plus select two additional courses from the following:

SOC 190	Social Change	(3)
SOC 195	Sociology of Religion	(3)
BIO 167	Environmental Science	(3)
POL 131	International Relations	(3)
POL 134	International Organizations	(3)
POL 138	International Law	(3)
BUS 195	International Marketing	(3)
HIS 178	Diplomatic History of the United States	(3)
PHS 4	Elementary Environmental Studies	(3)

Also highly recommended: a semester of study abroad in the junior year. This requires coordination with the Department Chair and the Advisement Office.

Specialization Option Three: Medical Sociology

This specialization is recommended for those interested in careers in the human services specifically related to social work and case management in health care resources. Possible work settings include hospitals, health management organizations, rehabilitation centers, hospice, and private or government agencies which are involved in the dissemination of health and human services.

Required courses:

SOC 112	Medical Sociology	(3)
SOC 120	Case Management	(3)
SOC 189	Sociology of Aging	(3)

Plus select two additional courses from the following:

SOC 124	Sociobiology	(3)
SOC 128	Introduction to Social Work	(3)
SOC 192	Thanatology Seminar	(3)
SOC 180	Social Stratification	(3)
BIO 7	Introduction to the Human Body	(3)
BIO 10	Health Science	(3)
BIO 40A	Human Anatomy	(3)
or		
BIO 50A	Human Anatomy	(3)
BIO 112	Human Nutrition	(3)
RST 49/149	Biomedical Issues in Christian Ethics	(3)
or		
PHI 168B	Bioethics	(3)
SPA 27	Spanish for Health Professionals	(2)

Specialization Option Four: Race, Class, and Gender

This specialization provides a broad and inclusive examination of the complex dynamics, life trajectory implications, and interactional effects which exist at the intersection of race, class, and gender in social life. This is an appropriate specialization for those pursuing careers in such areas as race/ethnic relations, immigration, labor relations, human resources, or public policy. It also provides good preparation for graduate studies in sociology in the areas of race relations, gender studies, and social stratification.

Required courses:

SOC 104	The Family	(3)
SOC 161	Majority-Minority Relations	(3)
SOC 180	Social Stratification	(3)

Plus select two additional courses from the following:

LWS 100	Introduction to Leadership And Women's Studies	(3)
LWS 111	Women and Work	(3)
LWS 192	Women of Color	(3)
SOC 162	Human Rights	(3)
SOC 107	Theories and Practice of Culture	(3)
SOC 155	Personality and Culture	(3)
SOC 185	Global Development	(3)
PSY 144	Psychology of Prejudice	(3)
PSY 110	Psychology of Women	(3)
PSY 146	Multicultural Issues	(3)
POL 109	Individual Rights	(3)
POL 176	Public Policy	(3)

The Leadership & Women's Study Program is also highly recommended as an addition to one's professional development program. Involvement in it can enhance career potential.

Specialization Option Five: Communications

The swift advances in communications technology and the globalization of economies and cultures has created a demand for professionals highly trained in communication skills. A specialization in Communications within the Department of Sociology provides a broad foundation through which the student will be introduced to basic theories and practice of communication, using a range of tools—written, verbal, sociological, and technological. With this foundation, a wide variety of career tracks can be pursued, whether in the communications technology fields, mass media, or in mediation and negotiation.

Required Courses:

SOC 132	Communication and Technology
SOC 134	Mediation and Negotiation
SOC 135	Communication: Mass Media

Plus select one additional course from the following:

ART 15	Computer Graphics I	(3)
ART 115	Computer Graphics II	(3)
ART 130	Graphic Communication	(3)
ENG 108	The News Media	(3)
JRN 101	Basic News Writing	(3)
PHI 175	Philosophy of Film	(3)
SOC 130	Social Process	(3)

The Leadership Program is highly recommended for Communications specialists. In addition, the semester abroad program would prove beneficial.

Specialization Option Six: Social Services

Preparation for careers in social work, non-profit and government social service agencies, providing a foundation of understanding of development over the life course and basic skills necessary for working with people in service settings. Good preparation for advanced study in social work.

Required Courses:

SOC 104	The Family	(3)
SOC 110	Deviant Behavior: Juvenile Delinquency	(3)
SOC 112	Medical Sociology	(3)
SOC 120	Case Management	(3)
SOC 128	Introduction to Social Work	(3)
SOC 134	Mediation and Negotiation	(3)
SOC 180	Social Stratification	(3)
SOC 189	Sociology of Aging	(3)

Plus select two additional courses from the following:

SOC 6	Child, Family & Community	(3)
SOC 10	Deviance and Youth	(3)
SOC 115	Sociology of Violence	(3)
SOC 134	Mediation and Negotiation	(3)
SOC 138	Non-Profit Management	(3)
PSY 12	Child/Human Development	(3)
PSY 14	Adult Development	(3)
PSY 139	Child Abuse and Family Violence	(3)
PSY 168	Abnormal Psychology	(3)

Specialization Option Seven: Family Relations

For students interested in working with couples and families in a variety of social service settings, this specialization provides basic preparation. It may also provide a foundation for continued studies in the area of marriage and the family at the graduate level.

Required courses:

SOC 104	The Family	(3)
SOC 105	Couples	(3)
SOC 110	Juvenile Delinquency	(3)
SOC 189	Sociology of Aging	(3)
PSY 12	Child Development	(3)
PSY 14	Adult Development	(3)

Plus select two additional courses from the following:

SOC 115	Sociology of Violence	(3)
SOC 130	Social Process	(3)
SOC 145/ PSY 145	Social Psychology	(3)
SOC 155	Personality and Culture	(3)
PSY 35	Language and Concept Development of the Young Child	(3)
PSY 102	Theories and Issues in Development	(3)
PSY 139	Child Abuse and Family Violence	(3)
PSY 151	Divorce and Remarriage	(3)
PSY 172	Developmental Psychopathology	(3)
PSY 184	Object Relations Theory	(3)

The Minor in Sociology

A minimum of six courses, three of which must include:

SOC 5	Sociological Perspectives	(3)
SOC 117	Research Methods and Social Statistics	(3)
SOC 166	Sociological Theory	(3)

Plus three elective courses in sociology.

Total units for the Minor in Sociology: 18

SOC 5 Sociological Perspectives (3)
An introduction to the scientific study of human social behavior, including the foundational theories and the basic elements of social research. Viewing human life as inherently social, the social and environmental forces which influence and are influenced by personal experience, culture, and social arrangements, are examined. **GS-IIIF, VI**

SOC 6 The Family, Child, and Community (3)
The study of the family as a primary group and as an institution. Varieties of family patterns, pre-marital and marital behavior, child-parent relationships, and family disorganization and reorganization are considered. **GS-IIIF**

SOC 10 Deviance and Youth (3)
An examination of the combined structural, social and psychological elements which are manifested as deviance or delinquency in the juvenile population. Topics such as youth violence, substance abuse, adolescent sexuality and parenting, gang cultures, and crime will be studied, not only in the context of social conditions, but also within the juvenile justice system and social resource organizations, with a focus on the California Youth Authority system and the Los Angeles County Probation Department.

SOC 11 Crime and Society (3)
Using the theories of criminology to understand the interplay of social structure and environment as it affects crime and deviance in American society, the course will examine the contemporary criminal justice systems as a means of deterrence, rehabilitation or retribution. The study of crime prevention, law enforcement, arrest and conviction procedures, court jurisdiction, the penal system, probation, and victim's assistance programs will be presented.

SOC 21 Internship: Gerontology (3)
Required for all A.A. Human Services Majors with an emphasis in Gerontology. Internship site to be selected and mutually agreed upon by student and advisor. A minimum of 120 hours of on-site experience must be conducted under the supervision of the internship advisor. This course is **not** open to those outside the A.A. Human Services Program. *Prerequisites: Approval by advisor and sophomore standing.*

SOC 22 Internship: Youth Services (3)
Required for all A.A. Human Services Majors with an emphasis in Youth Services. Internship site to be selected and mutually agreed upon by student and advisor. A minimum of 120 hours of on-site experience must be conducted under the supervision of the internship advisor. This course is **not** open to those outside the A.A. Human Services Program. *Prerequisites: Approval by advisor and sophomore standing.*

SOC 23 Internship: Criminology (3)
Required for all A.A. Human Services Majors with an emphasis in Criminology. Internship site to be selected and mutually agreed upon by student and advisor. A minimum of 120 hours of on-site experience must be conducted under the supervision of the internship advisor. This course is **not** open to those outside the A.A. Human Services Program. *Prerequisites: Approval by advisor and sophomore standing.*

SOC 49 Multicultural Issues for Health Care Professionals (3)
A survey of ethnic and cultural factors which are likely to impinge on the work of a variety of health care professionals. Designated for HOPE Program students only. Previously known as HSP 49.

SOC 104 The Family (3)
An exploration of the structure, functions, and challenges of the institution of the family from a cross-cultural perspective. The impact of the multiple forces of social, political, religious and economic change on the structure of the family will also be analyzed. **GS-IIIF**

SOC 105 Couples (3)
Using symbolic interactionist and systems theories, an examination of the dyadic relationship. This includes an exploration of communication styles, triangulation, power structures, as well as patterns of conflict, resolution and negotiation modalities of couples. Couple and family outcomes as related to the influences of prevailing relational dynamics will also be studied.

SOC 107 Theories and Practice of Culture (3)
This course addresses the growing domestic and global necessity for understanding

and communicating across cultural boundaries. This is a theoretical and practical approach to understanding cultural differences as well as similarities. **See SPA 107 or FRE 107**

SOC 109 Forensic Studies: Criminalistics (3)
The examination of theories and techniques associated with the recognition, collection and analysis of physical evidence from the context of a crime scene. The course will enable students to use the physical and social environment to provide information for use by the criminal justice system.

SOC 110 Deviant Behavior: Juvenile Delinquency (3)
An examination of the theories and concepts applied to deviance and social disorganization as it manifests itself among the juvenile population. Topics include contemporary gang culture and other issues of youths at risk.

SOC 111 Deviant Behavior: Criminology (3)
The scientific application of the theories of crime and deviance, reflecting the structural and environmental influences of contemporary American society.

SOC 112 Medical Sociology (3)
An examination of contemporary social phenomena associated with health and illness and the dissemination of health care, both nationally and internationally. Analysis of regional, national and international data on the health status of a variety of populations will be examined. In addition, the intersection of health, health care delivery, demography, economic trends, and the swift pace of changing technology—both medical and non-medical—will be explored. Societal implications for the future will be discussed.

SOC 115 Sociology of Violence (3)
This course will explore questions about the origins of violence in human society and the social processes that produce or inhibit violence. A focus will be on the social construction and social definition of violence in contemporary society. Also included is a study of the types of measurements used to report and study violence, including the perspective of victims, offenders, law enforcement agencies and agencies for violence prevention.

SOC 117 Research Methods and Social Statistics (3)
A review of the techniques and methods used in sociological research, both qualitative and quantitative. Study of elementary probability theory, estimation, correlation, and hypothesis testing will be included, along with current computer applications used in the field. *Prerequisite: SOC 5.*

SOC 120 Case Management in Health and Human Services (3)
A study of the methods and practices utilized by health and human services case managers working in a variety of social service resource settings, such as hospitals, daycare centers, senior centers, non-profit outreach programs, and convalescent facilities. Fundamental business, management and social interaction skills will be highlighted. **See GER 120**

SOC 124 Sociobiology (3)
The essential inquiry of this course is to explore what dimensions of the human condition are based on our genetic heritage versus our cultural heritage. Are phenomena such as prejudice, competition, aggression, altruism, heroism, and child-parent bonding an outcome of our biology or socialization? A comparative, evolutionary perspective will be applied in order to explore the intersection of culture and biology. *Prerequisite: SOC 5.*

SOC 125 Comparative Social Structures (3)
An examination of the basic social structures of society. A study of the similarities among and differences between societies, including a comparison of primitive and modern cultures. Also known as Cultural Anthropology. **GS-VI**

SOC 128 Introduction to Social Work (3)
An introduction to the basic theories and practice in the field of social work. Course will emphasize human diversity (including cultural, gender, age, SES, personality, geographic locale, and special populations such as victims of violence and the homeless), problem-solving and intervention modalities that can be used for individuals

and families. Interactional processes between client and social worker will also be a major focus, along with assessment, planning, practice actions and evaluation methods.

SOC 130 Social Process (3)
An examination of the basic human social processes of cooperation, collaboration, competition, and conflict. On a macro level, students will explore the relationship between these processes and types of social systems. On the micro level, the theories and techniques of interaction which drive personal relationships and informal social structures will be studied.

SOC 132 Communication and Technology (3)
The vast expansion of the means of communication within and between all regions of the world necessitates the development of a broad range of skills and competencies, ranging from a sensitivity to cultural differences to the use of internet technologies. This course focuses on the use of technology as a way to communicate globally. Web page development, international exchange via the internet with college students and professionals around the world, and problem solving exercises using the world wide web and video conferencing will be conducted.

SOC 134 Mediation and Negotiation (3)
The examination and practice of theory and skills required for formal and informal dialogue, understanding, or resolution of differences. Focus will be on student development of mediation and negotiation skills through application of techniques to group, community, and interpersonal issues.

SOC 135 Communication: Mass Media (3)
An examination of the popular mass media as a reflection, characterization, and interpretation of culture and society. In addition, the use of the mass media, with an emphasis on television and film, in politics, economics, and religion will be explored. Critical analysis of ongoing and emerging trends in television and film will also be conducted.

SOC 138 Non-Profit Management Seminar (3)
An introduction to essential management methods and skills as applied in the non-profit management sector. These include the core business fundamentals necessary for team-building, professional collaboration, grant-writing, fund-raising, marketing, accounting and finance in non-profit organizations. *(Also, BUS 139, GER 138, EDU 138C, and PSY 138)*

SOC 145 Social Psychology (3)
Surveys the pervasive and invisible social forces acting upon individuals. Explores the cultural and familial interaction s facilitating the socialization of people. Provides a critical analysis of the known social influences or hindering individual development. **See PSY 145.**

SOC 155 Personality and Culture (3)
An in-depth study of the cultural context of personality—the impact of culture on personality and the impact of personality on culture. Individual characteristics such as motivation, creativity, presentation of self, perceptions of self, values, beliefs, and way of life as they are influenced and driven by culture will be explored.

SOC 161 Dynamics of Majority-Minority Relations (3)
A study of the history and contemporary interactional dynamics among majority and minority groups within the United States and California. Analysis of the nature and manifestations of culture, adaptive strategies of culturally diverse populations, and the development of programs and practices that honor, motivate, and empower all segments of society will be explored. Examination of personal biases and identification of deficient knowledge in the area of cultural diversity and majority-minority relations is encouraged. **GS-VI**

SOC 162 Human Rights (3)
The examination of human rights from a contemporary global perspective. A range of topics will be explored, including poverty, child labor, children at war, nutrition, regional cultural conflict, women's issues, environment and development, and access to health care, housing, and other basic resources necessary for sustainability or growth. The intersection of religion, politics, economics, and culture will be emphasized.

SOC 165 Historical and Contemporary Social Thought (3)
An overview of the historical roots, evolution, and contemporary manifestations of

such social thoughts as social justice, individualism, social responsibility, universalism, modernism and post-modernism, rationalization, democratization, tribalism, globalization, and scientific inquiry.

SOC 166 Sociological Theory (3)
A critical evaluation of major contemporary sociological theorists as representative of various schools of sociological inquiry. An analysis of social behavior through the application of sociological theory. *Prerequisite: SOC 5.*

SOC 175 Urban Sociology (3)
An examination of the shift from rural to urban communities, the current conditions of a metropolitan lifestyle and the emergent dynamics of the global community. Applying theoretical approaches toward the understanding and resolution of urban dilemmas surrounding topics such as poverty, housing, multi-ethnic populations, on a community and global level.

SOC 176 Urban Engagement (1-3)
An on-site experiential course designed to advance the understanding of urban issues through participation in a civic project, in collaboration with a faculty member and a community organization. Prior consent of advisor required. *Prerequisite: SOC 5. May be taken more than one time.*

SOC 180 Social Stratification (3)
A study of the class system in the United States. This specifically includes an examination of stratification as it occurs by educational and occupational attainment, prestige, status, income, and power. Variations among these variables as mediated by race, age and gender will be explored.

SOC 185 Global Development (3)
A study of the multiple interrelationships between political structure, political movements, socioeconomic development, environment, and global population change. From a global perspective, shifts in population composition, quality of life and resource management and availability, and how these societal conditions are influenced by such forces as political organization, international relations, religion, and environmental conditions, will be explored. Comparisons among these socioeconomic and political dimensions between developing and developed nation-states will be discussed, along with the possible implications of globalization for the United States.

SOC 189 The Sociology of Aging (3)
A cross-cultural exploration of aging as experienced in the United States. Ageism, societal attitudes regarding the elderly, and responses to the aging process, both from the individual and social perspective, are examined. Cultural variation and responses to aging and the social, political, and economic implications of a rapidly expanding aging population in the U.S. and in many regions of the world, will be analyzed. Resource and service availability for the elderly—locally, regionally, and nationally—will also be assessed. **See GER 189**

SOC 190 Social Change (3)
A study of the sociological theories of change from an historical and contemporary perspective. The influence of forces such as migration, population increase, advances in technology, ecological shifts, social movements, and political revolutions will be examined.

SOC 192 Thanatology (3)
A multi-disciplinary and comparative examination of the cultural responses which have provided understanding, coping, and meaning for the death and dying process. The course focus will consist of historical and literary themes. Previously known as HSP 196. **See GER 192**

SOC 195 Sociology of Religion (3)
A national and global study of the apparent universal psychosocial functions of the institution of religion and of the influence religion has played within the other social institutions, such as in the family, government, education, and economics, in the past and present. The contemporary societal challenges in which religion is involved will also be highlighted. **GS-IIIF, VA4**

SOC 196H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

SOC 197 Applied Sociology: Internship and Practicum (3)
The application of the major's program of study through an internship experience. A minimum of 100 hours of on-site experience is required, along with practicum attendance and participation. Development of a

professional portfolio is also required. Internship site is to be selected and mutually agreed upon by student and professor or advisor. Open to Sociology Majors only and to be taken in senior year of study. *Prerequisite: Senior standing.*

SOC 198 Readings in Sociology (1-6)
Intensive and independent study in a field of special interest at the culmination of one's sociological work.

SOC 199 Special Studies (1-6)
A more advanced or specialized treatment in sociology.

Spanish Studies

Departmental Affiliation: Modern Languages and Cultures

The Department of Modern Language and Cultures offers majors and minors in French and Spanish (for French course description, see alphabetical listing). The major in Spanish Studies is a comprehensive program leading to a proficiency in the four basic language skills: speaking, reading, writing, and understanding. Incorporated into the program are the cultures and civilizations of the Spanish-speaking world. Students may plan their programs with an emphasis on culture, literature or international business.

Courses required for all majors and minors

SPA 1 & 2	Elementary Spanish I & II (or equivalent)	(4,4)
SPA 3* & 4**	Intermediate Spanish III & IV (or equivalent)	(3,3)
SPA 25	Spanish Grammar and Composition	(3)
SPA 107	Theory and Practice of Culture	(3)

- *A Spanish speaking student will be allowed to substitute an upper division class for SPA 3, but not before taking SPA 4 and SPA 25.
- ** Student who has received a 5 in Advance Placement may be allowed to substitute and upper division class for SPA 4, but not before taking SPA 25.
- Any course completed with a grade of "D" or below is not acceptable toward a major or minor in Spanish Studies and must be repeated.
- In addition to core courses, student must complete a minimum of 24 upper division units for the major.
- Student must fulfill all courses from selected area of emphasis (15 units) in addition to three other additional courses for the required 24 upper division units.
- All students are strongly encouraged to do a Junior Semester or Year abroad.

A. *Literature Emphasis* (15 units)

SPA 109	Spanish Writing Lab	(3)
SPA 125	Spanish Masterpieces	(3)
SPA 135	Contemporary Spanish Literature	(3)
SPA 140	Contemporary Literature of Spanish America	(3)
SPA 190	Spanish Thesis	(3)

Three additional courses required.

B. *International Business Emphasis* (15 units)

SPA 149	Business communication and culture	(3)
SPA 145	The Cultures of the Spanish Speaking Peoples of the Americas	(3)
SPA 114	Translation and Interpretation	(3)
SPA 190	Spanish Thesis	(3)

Choose **one** of the following from outside the department (only for majors)

SOC 185	Global Development	(3)
ECO 195	International Economics	(3)
POL 131	International Relations	(3)

Three additional courses required.

C. Cultural Studies Emphasis (15 units)

SPA 109	Spanish Writing Lab	(3)
SPA044/144	Hispanic Civilizations and Cultures	(3)
SPA 112	History and Civilization of Spain	(3)
SPA 190	Spanish Thesis	(3)

Choose **one** of the following from outside the department (only for majors)

ART 173	Multiculturalism and the Visual Arts	(3)
ENG 129	Ethnic Literature in America	(3)
WST 100	Women, Culture and Society	(3)

Three additional courses required.

The Minor in Spanish Studies with a specific emphasis.

In addition to the core courses, the minor requires 6 upper division units from the preferred area of emphasis, for a total of 26 units. All units must be taken in the department and in the target language.

SPA 1 Elementary Spanish I (4)
Develops the four fundamental skills of reading, writing, understanding, and speaking. Emphasis on speaking and grammar. **GS-IV**

SPA 2 Elementary Spanish II (4)
Further develops the fundamental skills, stressing reading and writing as well as vocabulary building. *Prerequisite: SPA 1 or Instructor's consent.* **GS-IV**

SPA 3 Intermediate Spanish III (3)
Emphasis on conversation and oral comprehension. *Prerequisite: SPA 2 or equivalent.* **GS-IV**

SPA 4 Intermediate Spanish IV (3)
Introduction to literature which underlines cultural variances. *Prerequisite: SPA 3 or equivalent.* **GS-IV, VI**

SPA 25 Writing, Composition and Grammar (3)
The emphasis is on writing and composition skills with intensive review of verbs and grammatical structures. *Prerequisite: SPA 4 or equivalent.* **GS-IV**

SPA 27 Spanish for Health Professionals (2)
An introduction to medical vocabulary with emphasis on the process of communication, on practical vocabulary and role playing. *Prerequisite: elementary knowledge of Spanish useful but not required.*

SPA 33A Civilization and Culture of Spain (3)
A general view of historical, social, and cultural developments in Spain up to today. This course is given in English through the Weekend College only. **GS-IV**

SPA 33B Civilizations and Cultures of Hispanic America (3)
An introduction to the Civilizations and Cultures of Hispanic America, with emphasis on their artistic and literary masterpieces. Cultural differences and similarities will be stressed. This course is given in English through the Weekend College only. **GS-IV, VI**

SPA 44/144 Hispanic Civilizations and Cultures (3)
A background course for the study of the arts and literature of Hispanic America, focusing on historical, social, and cultural developments Emphasis on cultural differences and similarities. (This course is offered on the Doheny Campus only.) *Prerequisite: SPA 25 or equivalent.* **GS-IV**

SPA 107 Theory and Practice of Culture (3)
The course addresses the growing domestic and global necessity for understanding and communication across cultural boundaries. This is a theoretical and practical approach to understanding cultural differences as well as similarities. It is taught in English.

SPA 109 Spanish Writing Lab (3)
Intensive training in writing, with emphasis on vocabulary, idiom, structural patterns, and style. Exercises in rhetoric, in creative and other forms of writing. *Prerequisite: SPA 25 or instructor's consent.*

SPA 112 History and Civilization of Spain (3)
A historical and cultural analysis of the civilization of Spain, of the development of its socio-political institutions up to this day. *Prerequisite: SPA 25 or instructor's consent.*

SPA 114 Translation/ nterpretation (3)
An introduction to the theory and mechanics for written translation and basic oral interpretation. *Prerequisite: basic fluency in both languages.*

SPA 115/215 Applied Linguistics (3)
Modern descriptive linguistics and its application to teaching. Attention will be given to phonology, morphology, syntax, and other structural elements that applies to language learning. Appropriate for those working toward bilingual Multiple and Single Subject Teaching Credentials. *Prerequisite: SPA 25 or equivalent.*

SPA 125 Spanish Masterpieces (3)
A study of the Masterpieces of Spanish Literature with emphasis on themes and styles of works: Cervantes, Calderon, Galdos, Zorilla, and Blasco Ibanez. *Prerequisite: SPA 025*

SPA 129 Cervantes (3)
A study of the most important shorter works of Cervantes meant to elucidate his thoughts and his continuing relevance for our time. *Prerequisite: SPA 25*

SPA 132 Studies in the Generation of 1898 (3)
The spirit of the Generation of '98 as reflected in the works of major representative authors. *Prerequisite: SPA 25*

SPA 135 Contemporary Spanish Literature (3)
Major trends of poetry, theater, and prose fiction from 1898 to present. Intensive study of specific authors and critical analysis of selected works. *Prerequisite: SPA 42 or 112.*

SPA 140 Contemporary Literature of Hispanic America (3)
A study of the most outstanding works by contemporary Hispanic and Spanish-American writers, with emphasis on intercultural variations. *Prerequisite: SPA 25* **GS-VI**

SPA 145 Cultures of the Spanish-Speaking Peoples of the Americas (3)
Various historical and modern aspects of the cultures and their roles within the United States and California. Includes origins, values, communication and socialization systems, migration and immigration patterns, relationships with other cultures. Appropriate for those working toward bilingual Multiple and Single Subject Teaching Credentials. *Prerequisite: SPA 25 or equivalent.* **GS-IV**

SPA 146 Women in Hispanic Literature (3)
Major contemporary women writers in the literature of Hispanic America and Spain: women's view of life and culture. *Prerequisite: SPA 25* **GS-VI**

SPA 148 Films and Hispanic Literatures (3)
Analysis of main aesthetic, cultural, and philosophical questions in the Hispanic world as articulated in literature and films. *Prerequisite: SPA 25*

SPA 149 Business Communication and culture (3)
An introduction to the forms, styles, usages and procedures followed in commercial correspondence and business practices in the Spanish speaking world. *Prerequisite: SPA 25 or instructor's consent*

SPA 190AB Internship program (3,3)
Internship program in areas related to the Emphasis.

SPA 191 Senior Thesis (3)
A two-semester directed research project required for majors under the direction of a department faculty member. The topic of the thesis may be related to either culture, literature or international business and must be approved by the department chairperson. Students must enroll in their thesis course no later than the first semester of their senior year.

SPA 194 Study/Travel (1-6)
Pre-travel lectures and readings, as well as guided tours in the country, serve as basis for a study/travel program, with each participant developing a project highlighting the travel experiences.

SPA 196H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program,

SPA 198AB Directed Readings (3,3)
Directed readings selected from authors representative of significant literary periods.

SPA 199AB Independent Studies (1-3, 1-3)
Directed readings and research. For qualified students with the approval of the department.

Special Programs

A maximum of six non-required units in Special Programs (including Physical Education) may be applied to requirements of the baccalaureate degree. Unless otherwise noted, special program classes are credit/no credit. Courses with an X are non-transferable to the baccalaureate program.

Interdisciplinary Courses

INT 91AB HUMANITIES: LOS ANGELES (1)
Study will focus on the early history of Los Angeles through study, readings, and field trips to historical points. (credit/no credit). Can be repeated for credit.

INT 93/193AB Guided Experience in the Arts (1.5,1.5)

A. Explores the rich cultural opportunities of Los Angeles, and includes attendance at selected plays, concerts, and special art exhibits, including pre- and post-event discussion.

B. Continuation of 93/193A. To satisfy General Studies GS-IIIA, both the A and B segments must be successfully completed.

INT 95/195 Study/Travel: European History and Culture (1-6)
Seminars on the Fine Arts focusing on major European capitals of art, music and the theater, culminating in actual travel to at least two of these capitals. Open to all students with some background in the arts or consent of the instructor. **GS-IIIA**

INT 96 Culture, Race and Communication (1)
Study and interaction focused on culture and intercultural conflicts. Topics introduced include race and racism, stereotyping and prejudice, and understanding privilege. Emphasis on communication skills.

INT 194A Introduction to the Visual and Performing Arts (1)
Study will focus on an introduction to the visual and performing arts using the concepts included in the California State Frameworks at a level appropriate for college study. Primary emphases will be placed on the study and appreciation of drama and dance.

Other Courses

SPR 5 Computer Fundamentals (3)
Introduction to the computer, its function and use in society; word processing, spreadsheets, and data bases; introduction to e-mail and the internet.
Letter graded course.

SPR 11 Seminar (1-3)
May be repeated for credit.

SPR 12 Studies in Humanities (1-3)
May be repeated for credit.

SPR 13 Studies in Contemporary Society (1-3)
May be repeated for credit.

SPR 14 Independent Study (1-3)
May be repeated for credit.

SPR 15 Workshop (1-3)
May be repeated for credit.

SPR 15S American Sign Language (1.5)

I. Students learn basic concepts of sign language and fingerspelling. They begin to understand deafness and its impact on communication.

II. Students improve sign vocabulary, increase receptive and expressive skills, develop story-telling techniques, and learn sign language idioms. May be repeated for credit.

SPR 18/118 Career Planning Seminar (1)
Assessment of one's needs, interests, skills, and values; application to decisions about work, leisure time, choice of major, and academic planning. Introduction to sources of career information and traditional and non-traditional search methods, with special emphasis on resume writing and interviewing skills.

SPR 19 Personal Awareness (1)
An application of Abraham Maslow's theory of a hierarchy of needs to the life of the student. It will explore what these needs are, how the resources of the college can help in meeting these needs, and how to be more successful and efficient in meeting these needs.

SPR 2OX Reading and Academic Study Techniques (1-3)
This analytical method to strengthen reading efficiency includes theory and practice to strengthen habits of systematic listening, notetaking, and techniques for handling related study problems, includes reference books, literary works, textbooks, and current academic readings.

SPR 21X Math Workshop (1)
A skills course in the fundamental processes of arithmetic. Strongly recommended for nursing basic math test, recommended for business, education, and other majors who need additional preparation in basic math.

SPR 22X Becoming a Master Student (1)
An opportunity for students to learn and adopt concrete techniques and specific strategies for success in college.

SPR 25 Scholar Mentor Seminar (1)
A survey of the issues and skills needed for successful peer tutoring. Emphasis is placed on understanding of tutoring principles and practices important for initiating a productive tutorial relationship. Permission of instructor is required.

SPR 25A Resident Assistant Seminar (1)
A more advanced course which is designed to develop leadership skills. Special attention is paid to self-understanding, program presentation and problem solving. Permission of instructor is required.

SPR 26 Student Advocate Class (1)
This class is designed to introduce RC/RHA and ASB officers to skills necessary to be effective student advocates. Topics of discussion include group dynamics, confidentiality, networking, and interpersonal communication skills. Special attention is focused on the complexities of responding to counseling situations encountered in their day to day work. Enrollment is limited to ASB officers and RC/RHA members.

SPR 27/127 Student Health Advocate (1)
This course is designed to assist the student in the development of skills effective in health promotion. The student will be guided through a selection of a health related subject pertinent to the college or community population; development of a plan to design and deliver the information through selected media; and, evaluation of the project outcomes. Enrollment is limited to members of the Student Health Advocates Committee.

SPR 30X Introduction to the Humanities (3)
Course aimed to develop the student's academic skills - particularly in the areas of reading, writing, critical thinking, problem solving and resource utilization - as a basis for successful study of the humanities. The content and process of the course are designed to provide the student with exposure to college level academic expectations. The course is team taught with a variety of learning and evaluation methods utilized. (Graded)

SPR 4OX Bridges: Making the Transition
Individually designed tutorial for adult Students returning to academic experience. Focus to be on selected skills: basic study, note taking, reading, writing, and math in the format of assisted self-study. This course will be taken as needed based on placement testing results.

SPR 5OX College Skills (1)
A course designed to address the vocabulary, listening, notetaking, and summarizing skills required to meet the demands of college classes. Required for A.A. students who are academically underprepared.

SPR 51X College Skills: Reading (1)
A course designed to address the vocabulary, speech, and comprehension skills required to meet the demands of college classes. (Graded) Required for A.A. students who are academically underprepared

SPR 53X College Skills: Writing (1-3)
A course designed to address essay writing skills required to meet the demands of college courses. (Required for second year students who haven't passed the writing requirement.)

SPR 55X Reading Development (3)
This course is designed to strengthen reading skills with an emphasis on the SQ3R method. It includes vocabulary development through the study of structural analysis and context clues and the reading and discussion of selected imaginative and expository pieces. (Graded) Required for A.A. students who are academically underprepared.

SPR 56X College Skills: Mathematics (1)
A course designed to address the basic math skills in addition, subtraction, multiplication and division of whole numbers, fractions, and decimals.

SPR 57X Basic Mathematics (3)
A skills course in fundamental processes of arithmetic designed to develop both accuracy and speed in addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals. (Graded) Required for A.A. students who are academically underprepared. Does not fulfill AA Liberal Arts math requirement.

SPR 60A Social Action (1-3)
A multi-faceted community action program geared to help people in need. Approximately twenty-five hours of volunteer work under supervision in an approved agency or center and a weekly seminar required. May be repeated for credit.

SPR 70 Careers in Health (1)
A course designed to explore selected careers in health. Gives the student an opportunity to develop career goals related to individual interest and skills. Includes an introduction to medical terminology. (Graded)

SPR 71X Preparation for Nursing (1)
Introduces cognitive skills and learned behaviors required for the professional nursing role. Practice and development of communication skills, word and reading comprehension, math calculations, test-taking skills, and time management. Recommended for students preparing for the baccalaureate nursing program. Does not fulfill the requirement for NUR 42A, Fundamentals of Nursing and credit does not apply toward the baccalaureate degree. *Prerequisite: declared nursing major and success in required courses.*

SPR 72 Career Exploration (1)
Designed to allow students with undeclared majors or those considering a change of major to explore educational and career options. Using various assessment tools and exercises students will examine their talents, skills, interests and values as they relate to determining major and career choices. Emphasis placed on the decision making process in regards to choosing appropriate major and career goals. Resume and cover letter writing as well as interviewing skills will be discussed. (Graded)

SPR 80AB Freshman Orientation (1,1)
A two semester course intended to assist students in orientation to college by providing each student with the opportunity to find meaning in her college studies and related experiences and develop a greater understanding of herself and others.

SPR 85 Introduction to College Studies (1)
This course is designed to assist the new student in finding her/his place at Mount St. Mary's College and more successfully integrating into the college. Students will obtain an introduction to the concept, meaning and significance of higher education, the liberal arts in general, and Mount St. Mary's College in particular. (Graded)

SPR 86 Computer Applications (1)

SPR 87 Technology Internship (1)
This course is a one-year experience during which a student participates by assisting faculty and various academic and administrative departments in using technology effectively and efficiently. Students should have a reasonable understanding of computers prior to enrolling in this course. Under the direction of the Coordinator for Technology Mediated Instruction, students are given appropriate training and placed in areas of need and student interest such as video conferencing, web page design and development, technology equipment distribution/set up. Students must participate in this course for the full year in order to earn the credit. May be repeated for credit.

SPR 90 Internship in Health Care (1-2)
This internship offers students an experience in a health care setting. It is offered in

conjunction with SPR 70. Students spend time at the internship site, and they attend some SPR 70 classes assigned by the coordinator. Students also meet with the coordinator twice during their internship. They are evaluated by their internship supervisor.

SPR 96X Workshop in Study Skills (1)
A two week, 5 hour a day course offered to incoming freshmen to review study skills and prepare for college level work in writing, reading, notetaking, basic math, and studying the sciences.

SPR 98/198 Special Experience (1-3)
This course has variable titles, content, and credit. It is designed to give students the opportunity to obtain credit for an experience obtained prior to or concurrently with their regular classes. The specific course title and description is prepared when the student enrolls in the course. A student may enroll in this course no more than three times.

SPR 99 Special Experience: Independent Study (1-3)
This course has variable title, content, and credit. It is intended to allow a student to engage in independent study under the direction of a faculty member. The specific course title and description is prepared when the student enrolls in the course. A student may enroll in this course no more than three times.

Speech

Departmental Affiliation: English

SPE 10 Introduction to Communication (2)
Introduction to basic principles of communication theory in both small and large groups together with practice in discussion and speech delivery. **GS-IB**

SPE 12 Business and Professional Communication (1)
Examination of the communication that occurs in corporations and professional settings with practice in interviewing, in group dynamics, and in public presentations typical of the world of work. **GS-IB**

***SPE 91 Directed Study (1-3)**
Study in a field of special interest in speech or drama, under the direction of a department member. May be repeated for credit.

SPE 92/192 Special Studies (1-3)
Exploration of special interests in speech communication or drama. May be repeated for credit.

SPE 96/196 Workshop (1-3)
May be repeated for credit.

Master of Arts in Applied Spiritual Theology

Departmental Affiliation: Religious Studies

No new students are admitted to this program which was phased out effective January, 1995. However, to accommodate those students who are in the process of completing their course work, the following courses are available:

SPT 289 Practicum (1-3)
Experiential class focusing on a particular area of interest.
or

SPT 291 Research Essay (1)
A one unit research project written as a formal paper under a research director.

SPT 298 Comprehensives (0)

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Audubon Middle School (LAUSD)
John Tracy Clinic
Mount St. Mary's Child Development Center
Trade Tech Child Development Center
University of Southern California School for Early Childhood Education
Camellia Avenue School (LAUSD)
Coliseum Street School (LAUSD)
Jefferson High School (LAUSD)
32nd Street School (LAUSD)
Bancroft Middle School (LAUSD)
St. Vincent School
Belmont High School (LAUSD)
Mount Vernon Junior High School (LAUSD)
Santa Monica High School (Santa Monica-Malibu Unified School District)
Whelan School (Lennox School District)
Jefferson (Lennox)
Stevenson Middle (LAUSD)
Leo Politi School (LAUSD)
Esperanza School (LAUSD)
Sixth Avenue School (LAUSD)
Park Ave (LAUSD)
Cahuenga (LAUSD)
Dayton Heights (LAUSD)
Harrison Street (LAUSD)
Garvanza (LAUSD)
Bushnell Way (LAUSD)
Foshay Learning Center (LAUSD)
Monterey Highland (Alhambra)

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Piano: Sister Nancy Fierro, Ruth Goldin, Joanna Graudan, Randal Lawson, Sister Dolores Cecile Schembri, Bernardo Segall, Delores Stevens, Chet Swiatkowksi, Hak Soon Hahn Swiatkowski, Robert Turner.

Organ: William C. Beck, Frank Brownstead, Harold Daugherty, Jr., Marcia Farmer, Sister Maura Jean Parsons, James Walker.

Voice: Nicole Baker, Martha Cowan, Anne Farnsworth, Gail Gordon, William Hanrahan, Linda Sue Marks, LeNore Porter, Seth Riggs, Karl Snider, Joyce Sweeney.
Harp: Dorothy Remsen, Dorothy Victor.
Harpsichord: Frederic Hammond.
Violin: Briana Ackerman, Franklyn D'Antonio.
Viola: Briana Akerman, David Stockhammer.
Cello: Gianna Abondolo, Janice Foy, Rowena Hamill, Victor Sazer.
Bass: Nico Abondolo.
Flute: Deborah Avery, Louise DiTullio, Susan Greenberg, Sheridan Stokes, Kathy Wong.
Oboe: Deborah Avery, Salvatore Spano, David Sherr.
Clarinet: Deborah Avery, Kay Nevin, David Sasaki.
Bassoon: John Campbell, Norman Herzberg.
Saxophone: Milton Hall, David Sherr.
French Horn: Gale Robinson.
Trumpet: Kevin Brown, Stewart Rupp, David Searfos.
Trombone: Miles Anderson.
Tuba: John Johnson.
Percussion: Linda Sue Marks, Thomas D. Raney, Kenneth Watson.
Classical Guitar: Anthony Lupica, Peter Zaferes.
Folk Guitar: Anthony Lupica, Peter Zaferes.

Nursing Program Cooperating Agencies

Anheuser-Busch
Van Nuys, California

California Medical Center
Los Angeles, California

Cedars-Sinai Medical Center
Los Angeles, California

Children's Hospital
Los Angeles, California

City of Los Angeles Occupational Health
Los Angeles, California

Clinica Para Los Americas
Los Angeles, California

Corrine Seed University Elementary School
Los Angeles, California

Country Villa-Westwood
Los Angeles, California

County of Los Angeles
Department of Health Services

Daniel Freeman Memorial Hospital
Inglewood, California

Daniel Freeman Marina Hospital
Marina Del Rey, California

Daniel Freeman Home Health
Culver City, California

Garfield Medical Center
Monterey Park, California

Good Samaritan Hospital Home Health Agency
Los Angeles, California

Harbor UCLA Medical Center
Torrance, California

Hollenbeck Home
Los Angeles, California

Hollywood-Wilshire Health Center
Los Angeles, California

Holy Cross Medical Center
Mission Hills, California

Hospital Home Health Care
Torrance, California

Huntington Memorial Hospital
Pasadena, California

Jewish Home for the Aged
Reseda, California

Kaiser Foundation Hospital
Hollywood, California

Kaiser Foundation Hospital
Los Angeles, California

Kaiser Foundation Hospital
Panorama City, California

Kaiser Foundation Hospital
West Los Angeles, California

Kaiser Mental Health Center
Los Angeles, California

Little Company of Mary Hospital
Los Angeles, California

Los Angeles Free Clinic
Los Angeles, California

Los Angeles Unified School District
Los Angeles, California

Los Angeles County-USC Medical Center
Los Angeles, California

Loyola Marymount University Health Services
Los Angeles, California

Motion Pictures and Television Fund Hospital
Woodland Hills, California

NBC Studios
Burbank, California

Olive View Medical Center
Sylmar, California

Santa Monica Unified School District
Santa Monica, California

St. John's Hospital and Health Center
Santa Monica, California

St. Joseph's Medical Center Home Health Care Agency
Burbank, California

St. Vincent's Medical Center
Los Angeles, California

Teradyne, Inc.
Agoura, California

Torrance Memorial Medical Center
Torrance, California

UCLA Hospital and Clinic
Los Angeles, California

Union Rescue Mission
Los Angeles, California

Valley Presbyterian
Van Nuys, California

Veterans Medical Center
West Los Angeles, California

Visiting Nurse Association of Los Angeles
Los Angeles, California

West VNA
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Women's Health Care NP Program
Torrance, California

Occupational Therapy Assistant Program Clinical Affiliates

Alcott Rehab. Hospital
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Alta-Therapies
Pleasanton, California

Arcadia, Methodist Hospital
Acadia, California

Associated O.T. Hand Rehab. Center
Placentia, California

Barbara Gaita & Associates
Irvine, California

Barlow Respiratory Hospital
Los Angeles, California

Beverly Manor
Seal Beach, California

California Children Service
Los Angeles, California

California Children Service
Santa Barbara, California

California Children Service
Ventura, California

Casa Colina Hospital for Rehab. Medicine
Pomona, California

Cedars-Sinai Medical Center
Los Angeles, California

Center for Developing Kids
Pasadena, California

Chico Community Hospital
Chico, California

Children's Hospital of Los Angeles
Los Angeles, California

City of Hope Medical Center
Duarte, California

Country Villa Rehab.
Los Angeles, California

Daniel Freeman Marina Hospital
Marina Del Rey, California

Daniel Freeman Memorial Hospital
Inglewood, California

Eisenhower, Medical Center
Rancho Mirage, California

Encino-Tarzana Regional Medical Center
Encino, California Tarzana, California

Gallagher Pediatric Therapy
Fullerton, California

Garfield Medical Center
Monterey Park, California

Gateways Hospital
Los Angeles, California

Gerontic Therapy Services
Seal Beach, California

Glendale Adventist Medical Center
Glendale, California

Glendale Memorial Hospital
Glendale, California

Harbor-UCLA Medical Center
Torrance, California

Henry Mayo Memorial Hospital
Valencia, California

Hospital of the Good Samaritan
Los Angeles, California

Huntington Memorial Hospital
Pasadena, California

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Los Angeles, California

Kaiser-Permanente (West Los Angeles)
Los Angeles, California

Kaiser-Permanente
Woodland Hills, California

Kedren Community Mental Health Center
Los Angeles, California

LA County/USC Medical Center
Los Angeles, California

La Palma Intercommunity Hospital
La Palma, California

Manor Care
Hemet, California

Masada Group Homes
Lawndale, California

Memorial Hospital of Long Beach
Long Beach, California

Motion Picture and Television Fund
Woodland Hills, California

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Northridge, California

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Mission Hills, California

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San Bernardino, California

San Bernardino Community Hospital
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UCLA Rehab.
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White Memorial Medical Center
Los Angeles, California

Physical Therapy Programs: Clinical Affiliates

Advanced Physiotherapy Associates
Glendale, AZ

Alameda County Medical Center
San Leandro, California

Anberry Rehabilitation Hospital
Atwater, California

Ando & Aston Physical Therapy
Anaheim Hills, California

Back and Sports Injury Physical Therapy, Inc
Denver, Colorado

BAK Physical Therapy
Redwood City, California

Bakersfield Memorial Hospital
Bakersfield, California

Beverly Nursing & Rehabilitation Center
Canoga Park, California

Brea Community Hospital
Brea, California

Brotman Medical Center
Culver City, California

Buena Physical Therapy Services, Inc.
Ventura, California

Burger Physical Therapy & Rehabilitation
Folsom, California

California
Children Services
Various counties

California
-Pacific Medical Center
San Francisco region, California

Camino Healthcare System
Mountain View, California

Campus Commons Physical Therapy
Sacramento, California

Cardenas & Associates Physical Therapy
Studio City, California

Carondelet St. Joseph's Hospital
Tucson, AZ

Center for Physical Therapy & Exercise
Poway, California

Casa Colina Hospital for Rehabilitation Medicine
Pomona, California

Cedars-Sinai Medical Center
Los Angeles, California

Centre for Neurological Skills
Bakersfield, California

Centinela Hospital Medical Center
Inglewood, California

Century City Hospital
Los Angeles, California

Chapman Medical Center
Orange, California

Childrens Hospital - Boston
Boston, MA

Childrens Hospital Los Angeles
Los Angeles, California

Children's Hospital of San Diego
San Diego, California

Children's Medical Services
Ventura, California

Citrus Valley Medical Centers
Covina & West Covina, California

City of Hope National Medical Center
Duarte, California

Coast Physical Therapy & Sports Medicine
La Jolla, California

Cognitive Rehabilitation Services
Redondo Beach, California

Columbia El Dorado Hospital
Tucson, AZ

Columbia Huntington Beach Hospital & Medical Center
Huntington Beach, California

Columbia La Grange Hospital
La Grange, IL

Columbia Los Robles Regional Medical Center
Thousand Oaks, California

Columbia Sunrise Hospital & Medical Center
Las Vegas, Nevada

Columbia West Hills Regional Medical Center
West Hills, California

Columbus Hospital
Chicago, Illinois

Community Hospitals of Central California
Fresno, California

Community Convalescent Center
Riverside, California

Community Hospital of Monterey Peninsula
Monterey, California

Community Memorial Hospital of Ventura
Ventura, California

Community Medical Group
Riverside, California

Continental Rehabilitation Hospital
San Diego, California

Corona Del Mar Rehabilitation, Inc.
Corona del Mar, California

Corona Regional Medical Center
Corona, California

Cypress Rehabilitation Center
Visalia, California

Daniel Freeman Marina Hospital
Marina del Rey, California

Daniel Freeman Memorial Hospital
Inglewood, California

Desert Hospital
Palm Springs, California

Donahue & Associates
Santa Barbara, California

Downey Community Hospital
Downey, California

Eden Medical Center
Castro Valley, California

Eggleton and Langton PT
San Diego Region

Eisenhower Medical Center
Rancho Mirage, California

Elite Performance Physical Therapy
Los Angeles and Newport Beach, California

Emerald Bay Physical Therapy
South Lake Tahoe, California

Encino/Tarzana Regional Medical Center
Encino & Tarzana, California

Enloe Medical Center/Enloe Rehabilitation Center
Chico, California

Felder Physical Therapy
Santa Ana, California

Felix Canout Rehabilitation Services, Inc.
Los Angeles, Beverly Hills and Huntington Park, California

Fortenasce & Associates
Arcadia, California

Fountain Valley Regional Hospital and Medical Center
Fountain Valley, California

French Hospital Medical Center
San Luis Obispo, California

Garfield Medical Center
Monterey Park, California

Glendale Adventist Medical Center
Glendale, California

Glendale Memorial Hospital
Glendale, California

Glenfield Physical Therapy
San Jose, California

Glinn & Giordano, Physical Therapy, Inc.
Bakersfield, California

Goleta Valley Cottage Hospital
Santa Barbara, California

Good Samaritan Hospital
Los Angeles, California

Good Samaritan Hospital
San Jose, California

Hairston and Daley Physical Therapy
Orange, California

Harbor-UCLA Medical Center
Torrance, California

Harborview Medical Center
Seattle, Washington

Healthcare Partners Medical Group
Torrance, California

Healthsouth Corporation
Selected sites throughout the US

Henry Mayo Newhall Memorial Hospital
Valencia, California

Ho Physical Therapy
Tarzana, California

Hoag Memorial Hospital Presbyterian
Newport Beach, California

Human Performance Center
Santa Barbara, California

Huntington Drive Skilled Nursing Center
Arcadia, California

Huntington Memorial Hospital
Pasadena, California

JMP Physical Therapy
Sherman Oaks, California

Joel Z. Scherr, PT, Inc.
Los Angeles, California

John C. Lincoln Health Network
Phoenix, Arizona

Kaiser-Permanente
alifornia , Hawaii, and Oregon

Kapiolani Medical Center for Women
Honolulu, Hawaii

Kaweah Delta Rehabilitation Center
Visalia, California

Kentfield Rehabilitation Hospital
San Rafael, California

Kern & Associates
Santa Monica, California

Kern Medical Center
Bakersfield , California

Kuakini Medical Center
Honolulu, Hawaii

LA County/USC Medical Center
Los Angeles, California

La Palma Intercommunity Hospital
La Palma, California

Lancaster Sports Medicine & Rehabilitation Center, Inc.
Lancaster, California

LDS Hospital
Salt Lake City, Utah

Legacy Health System
Portland, OR

Leon S. Peters Rehabilitation Center
Fresno, California

Little Company of Mary Hospital
Torrance, California

Long Beach Community Hospital
Long Beach, California

Long Beach Memorial Hospital
Long Beach

Magnolia Physical Therapy
Huntington Beach, California

ManorCare Palm Terrace
Laguna Hills, California

Marian Medical Center
Santa Maria , California

Mariners Physical Therapy
Costa Mesa, California

Martin Luther Hospital of Anaheim
Anaheim, California

Memorial Hospital
Modesto, California

Mercy Healthcare Sacramento
Sacramento region, California

Mercy Healthcare Ventura Co
Oxnard, California

Mercy Medical Center
Redding, California

Methodist Hospital
Arcadia, California

Mills-Peninsula Medical & Health Centers
San Mateo, California

Mission Hospital Regional Medical Center
Mission Viejo, California

Mountain Land Rehab
Salt Lake City, UT

Napa Valley Physical Therapy Center
Napa, California

Newbury Park Physical Therapy Center
Newbury Park, California

North County Physical Therapy
Paso Robles, California

Northridge Hospital Medical Center
Northridge, California

Olive View UCLA Medical Center
Sylmar, California

Orthopaedic Hospital/USC Faculty Practice
Los Angeles, California

Orthopedic Rehabilitation Specialists, Inc.
Honolulu, HI

Orthopedic Sports & Spine Center
Palo Alto, California

Pacific Physical Therapy
Hermosa Beach, California

Pacific Physical Therapy
Manhattan Beach, California

Palomar Medical Center
Escondido, California

Palos Verdes Rehab
San Pedro, California

Parkland Hospital
Dallas, Texas

Pasadena Rehabilitation Institute
Pasadena, California

Paulseth & Associates, Inc.
Los Angeles, California

Pediatric Therapy Network
Torrance, California

Peninsula Sports Medical & Rehabilitation Center
Daly City, California

Performing Arts Physical Therapy
West Hollywood, California

Physiotherapy Associates
Selected sites in California

Physical Therapy Sports Institute
Hemet, California

Pomona Valley Hospital Medical Center
Pomona, California

Precision Biomechanics
Santa Barbara, California

Presbyterian Intercommunity Hospital
Whittier, California

Progressive Physical Therapy
Palmdale, Santa Clarita and Tarzana, California

Providence Holy Cross Medical Center
Mission Hills, California

Providence St. Joseph Medical Center
Burbank, California

Providence Medical Center
Seattle, Washington

Queen of Angels/Hollywood Presbyterian Medical Center
Los Angeles, California

The Queens Medical Center
Honolulu, Hawaii

Rancho Los Amigos National Rehabilitation Center
Downey, California

Randy F. Jacobson, PT
Santa Monica, California

Redding Specialty Hospital
Redding, California

Redlands Community Hospital
Redlands, California

Rehabilitation Hospital of Nevada-Reno
Reno, Nevada

Rehabilitation Hospital of the Pacific
Honolulu, Hawaii

Rehabilitation Institute of Southern California
Orange, California

Rehabilitation Institute of Santa Barbara
Santa Barbara, California

Reischl Physical Therapy
Long Beach, California

Riverside County Regional Medical Center
Moreno Valley, California

Riverside Physical Therapy
Riverside, California

Robert H. Ballard Rehabilitation Hospital
San Bernardino, California

Saddleback Memorial Medical Center
Laguna Hills, California

San Antonio Community Hospital
Upland, California

San Bernardino Community Hospital
San Bernardino, California

San Diego Rehabilitation Institute/Alvarado Hospital
San Diego, California

San Dimas Community Hospital
San Dimas, California

San Gabriel Valley Medical Center
San Gabriel, California

San Jose Medical Center
San Jose, California

San Pedro Peninsula Hospital
San Pedro, California

Santa Clara Valley Medical Center
San Jose, California

Santa Monica UCLA Medical Center
Santa Monica, California

Scripps Hospitals
San Diego region

Seton Medical Center
Daly City, California

Sharon Grady
Fountain Valley, California

Sharp Healthcare
San Diego region

Sharp Rees-Stealy
San Diego region

Sherman Oaks Hospital & Health Center
Sherman Oaks, California

Shiley Sports & Health Center
La Jolla, California

Shriner's Hospital for Crippled Children
Los Angeles, California

Shriners Hospital for Children
Honolulu, HI

Sierra Vista Hospital
San Luis Obispo, California

Simi Valley Adventist Hospital
Simi Valley, California

South Bay Hospital
Redondo Beach, California

South Bay Rehabilitation Center/ Paradise Valley Hospital
National City, California

South Bay Sports Medicine PT
Torrance, California

Southbay Ortho & Sports Medical
Torrance, California

Sport Spine & Ortho Rehabilitation Center
San Luis Obispo, California

Sports Rehabilitation Center
Anaheim, California

Sports Therapy Systems
Calabasas, California

St. Bernadine Hospital
San Bernardino, California

St. Francis Hospital
Lynwood, California

St. Francis Hospital of Santa Barbara
Santa Barbara, California

St. Francis Medical Center
Honolulu, Hawaii

St. Francis Memorial Hospital
San Francisco, California

St. John's Hospital and Health Center
Santa Monica, California

St. John's Pleasant Valley Hospital
Camarillo, California

St. John's Regional Medical Center
Oxnard, California

St. Joseph Hospital
Orange, California

St. Joseph's Hospital & Medical Center
Phoenix, AZ

St. Jude Medical Center
Fullerton, California

St. Luke's Medical Center
Pasadena, California

St. Mary's Medical Center
Long Beach, California

St. Mary's Medical Center
San Francisco, California

St. Mary's Regional Medical Center
Reno, Nevada

St. Vincent Medical Center
Los Angeles, California

Summerlin Hospital & Medical Center
Las Vegas, Nevada

Sundance Rehabilitation Corporation
Selected sites in California and Arizona

Sunrise Hospital-Medical Center
Las Vegas, Nevada

Sunrise Mediplex Rehabilitation
Denver, Colorado

Sutter Community Hospitals
Sacramento region, California

Terrio Therapy/Fitness
Bakersfield, California

Therapy West
Culver City, California

Torrance Memorial Hospital
Torrance, California

Touro Rehabilitation Center
New Orleans, Louisiana

Tri-City Medical Center
Oceanside, California

Tuality Community Hospital
Hillsboro, Oregon

Turlock Diagnostic Center
Turlock, California

Tustin Rehabilitation Hospital
Tustin, California
Oceanside, California

Tustin Rehabilitation Hospital
Tustin, California

UC Irvine Medical Center
Orange, California

UCLA
Los Angeles, California

UCSD Medical Center
San Diego, California

UCSF/Stanford Health Care
San Francisco Bay Area

Ukiah Valley Medical Center
Ukiah, California

University of Utah
Salt Lake City, Utah

USC University Hospital
Los Angeles, California

Valley Children's Hospital
Fresno, California

Valley Presbyterian Hospital
Van Nuys, California

Veteran's Administration Medical Centers:
Long Beach, North Hills, Palo Alto, San Diego, and West Los Angeles, California

Washoe Medical Center
Reno, Nevada

Western Medical Center
Santa Ana, California

White Memorial Medical Center
Los Angeles, California

Yonemoto Physical Therapy
Alhambra, California

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Mount St. Mary's College

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Doheny Campus
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Los Angeles, California 90007
(213) 477-2500

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